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ABSTRACT

This document gives details of the background of a project to engage students, parents, teachers, and the community as active participants in planning an environmental program for their schools. Implementing an environmental education program id discussed in terms of major constraints placed on the program. Miscellaneous materials relating to objectives, planning meetings, and teacher questionnaires are included. Student learning activities are suggested, and some instructional materials are provided. Forms used in contacting teachers and parents about environmental projects are also provided. (DT)

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FINAL REPORT

STUDENT TRI-ENVIRONMENTAL PLANNING STUDY (STEPS)

Martin Luther King, Rose City Park and Chapman Schools

Areas I and II

Portland Public Schools
Portland, Oregon

Robert Sasar, Coordinator

July 20, 1973

SE 018 063

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The purpose of this proposal was to engage students, parents, teachers and the community to be active participants in planning an environmental program for their prospective school. The specific objectives of this proposal were: 1. To identify responsibilities of individual group members. 2. Develop and demonstrate group decision making. 3. Seek workable environmental alternatives. 4. Using feedback, adjust and select an educational plan to test in an ongoing classroom.

The intent of this proposal was based on the following premises: 1. That there is a need to vitalize the educational program in the intermediate and upper grades. 2. That there is a need for students of all ages to spend much of their formal education in a situation that will afford them opportunities to identify constraints deferring self learning and to seek workable alternatives to help solve environmental conflict in the community in which they spend most of their lives. 3. That education is a personal process involving personal experiences derived from activities in which the learner engages. (Enc. 1,2 & 3) To me this seemed a sensible and educationally sound approach to initiate an environmental program. Although this program experienced much success more effort needs to be spent in developing techniques and procedures in pursuing these and other similar objectives.

I would like to take this opportunity to discuss some of the meetings and events held with administrators in hopes that it will help explain why the STEPS program was able to succeed at Chapman but failed at Rose City Park. I would also hope that in some way this will help assess the need for a grassroot approach to curriculum change and the implementation of a school program that will foster real problem solving in an urban community.

Early in November a meeting was held in which the senior administration, principals, and the STEPS staff met to review the original intent of the proposal, get a first hand analysis of what was going on, and consider a projected time line. (Enc. 4,5,6 & 7). Although we were getting administrative and teacher cooperation from one of the participating schools, the STEPS staff felt inadequate gains were being met at Rose City Park and King Schools. It was hoped from this meeting to receive a recommitment from the senior administration, expecting this would add impetus to the school program, which would then get teachers involved.

The administrators expressed at this meeting that the objectives of STEPS were too vague and that a list of operational goals should follow stating exactly what the teachers were expected to do and what tasks they were to perform. Examples were listed, such as: a nature trail, a trip to the mountain or to the coast, school and community beautification, picking up litter, etc. There was a suggestion made to select a program much like the one Woodlawn School researched that later became the "CATCH" program. At this time it seemed very difficult to explain that the intent of STEPS was to involve the kids, the teachers, the community, as well as the administration in seeking out and developing a course of environmental study. The STEPS staff left this meeting with the feeling that little inroads toward our concerns were made but with a clear edict that if environmental education is to be part of the students' formal education, someone has to research and develop a "course goal" outline. It also emphasized the over emphasis in the cognitive approach to learning that is dominating the educational process.

An additional workshop was held early in February to again bring

together senior administrators, principals, teachers and parents to review the intent of STEPS, list constraints, and identify a plan of action. (Enc. 8, 9 & 10). It was during this February meeting that a statement by one of the principals summed up a major obstacle in implementing a program in the public school system. The statement was made in answer to the question, "Why aren't the teachers participating in the STEPS program?" The answer was, "We have already established school priorities. I do not want the teachers to change what they are presently doing and there doesn't seem to be any room to squeeze it in." Shortly after this meeting the field administrators of STEPS again met with these same teachers to offer their help in planning and implementing an environmental program for their community.

Late in March still no inroads were being made and we felt it would be best to withdraw from the Rose City Park community and concentrate our efforts in the King and Chapman schools. These schools were in the process of developing a course in environmental studies for their communities. A plan that seems workable is to develop several model environmental programs in schools that were receptive and willing to try a "new" way and then continuously inform and inservice other schools in an effort to initiate some interest.

It is imperative that the senior administrators make a commitment to programs that are being initiated in their schools. As priorities change within the administration and respective schools there must be an alternative plan to allow for programs being researched and developed in order to make the necessary transitions smoothly and pliably into the reestablished system.

Some type of workshop pre-acceptance of a grant might be conducted which would include the teachers, the community citizenry,

principals, and senior administrators. This would alleviate the commitment lag between proposal write-up, funding and implementation.

From these experiences STEPS staff felt it necessary to develop an environmental action model. Information was sought from the State Department, other environmental programs and commercial publishers. Information there was, but very little complemented the program that STEPS had proposed. Information collected from organizations; private, federal and state seemed to define environmental education as an outdoor experience, a trip to the mountains, a nature trail, a study of soil, plants, water or wildlife. It was after returning from the T.E.T.E. Conference in Seattle, that the STEPS staff put together a slide presentation graphically illustrating environmental education in the urban society. With these graphic illustrations we added situations of students in the Chapman and King community demonstrating the verbal content. We found the slide tape show to be extremely useful and presented it, not only to the Portland School Board, but to other groups in the Greater Metropolitan Area. We also duplicated "What is environmental education?" and "What it isn't" and distributed it to the participants in the STEPS program (Enc. 11).

A constant comparison that would arise from group meetings was: Is there a difference between environmental education and outdoor education and, if so, what? The Greater Metropolitan Area has placed great emphasis on conservation resource management, nature studies and the outdoor school. The outdoor school is where all sixth grade students learn about soil, water, wildlife and plants. To many this means an environmental program. We felt much more must be done to concisely define the differences. In the past year I have noted programs once referred to as an outdoor education program now adopting a

title of environmental education. It's been brought to my attention that after a class had returned from a field trip to a wooded area near Portland it was then announced that this school had an environmental program.

To re-design a model for STEPS I would re-group the students that live outside the target community. Often the learner from outside of the target area would ask the questions "Why should I learn about this, I don't live here?" "This is not a part of my home or school". "I only come here in the morning and leave in the afternoon". I would like to see a design change that would emphasize the learner in his home/school/community and then explore the alternatives with them involving other school communities.

During the meeting in Seattle at the T.E.T.E. conference, this situation occurred at the consultant level. Many of the resource people were able to share with us alternative partial programs which were successful to them in a given situation in a given school community. In no way would these situations be successful in our study unless we could identify a school community identical to their target area and have at our disposal the same resources. The value of having consultants or having workshops held outside of the community is very questionable compared with having them inside the target area where expected change is hoped for. Design of a "new" program should include the resources within the community. The expertise of the consultants would be to help initiate an action plan for the participants in the school/community. Although it seems necessary and can be helpful to call in specific persons with expertise in specific areas, from our experiences consultants that participated in the STEPS program found it necessary to be inserviced so they themselves could

understand the uniqueness of the community in which they were working.

I heard that there is a possibility that a national system may be established where consultants throughout the United States would meet to conduct workshops in various cities involving those that are involved in environmental education. I feel that any such move should be analyzed very carefully and critically. I feel that the money spent for this type of program would not be as effective as money spent in a grassroot, initiated, school/community program, using local resources that are available the year around.

Another design that has possibilities is to conduct an environmental camp during the summer months. The amount of time this environmental camp would be in session could vary from four to twelve weeks. During this time resources of the community would be identified. Teachers, kids, community citizenry and administrators would survey and research environmental situations. The teachers and administrators would then design and write curricula that would be applicable to the regular academic school year. (Enc. 12 through 23). During the regular school year, a person in the situation would act as consultant to help further implement the environmental plan or plans that were initiated during the summer environmental camp. This would virtually eliminate most of the constraints, administratively and physically, that are apparent and become so restrictive in implementing programs during the regular school year.

The STEPS program supplemented through funds from various other programs was able to conduct such a program during the month of June, 1973. Tremendous community support was given this program. Recognition was given this program by a local realtor, the Port of Portland, a television station, parents in the community and encouragement by

the mayor's office. A letter of appreciation was also received from the office of Senator Mark Hatfield. Much support was also given this environmental camp by the local chapter of the American Institute of Architects.

The uniqueness of this program made it possible for the participants to share common environmental concerns, plan educational alternatives and seek workable solutions to implement these findings during the 73-74 school year. For an example, the problems of taking classes about the city during the regular school year is most often a major constraint. The environmental summer camp demonstrated the transporting of participants could include walking, the Tri-Met public bus system, leased vans, private vehicles, and moving about the city on bicycles. The group techniques and teaching procedures used in this program are further being developed on a slide tape teacher training program. (Enc. 24 thru 49).

The staff was qualified to handle all aspects of the STEPS program, especially after the return of Ken Kolb with his expertise in "Group Organization and Learning Skills". It was also noted that all participating adult members continually developed and worked toward improving their teaching skills and becoming more knowledgeable in how to share these learnings with other people in the community. It cannot be over stressed that participants must have the freedom and must continually review, question and revise their own goals when participating in an established program. The program must have a flexible set of guidelines so that changes and/or additions can be smoothly implemented.

For the most part all materials were planned and developed by the participants, emphasizing the need that environmental education must

be locally oriented and must be school/community developed. Some materials were rewritten from past programs. An example is the handout entitled "Humanizing Instruction". This was put together by the STEPS staff in order to give the participating leaders a guideline to help them try "other" ways of teaching. Later on in the program the participants also used this as a guide for self and group evaluation, which then assumed the name "Environmental Program Skills". (Enc. 50 thru 56).

The funds that we asked HEW to commit, plus the matching funds given by the Portland Public Schools, and the many hours of release time that was given the STEPS staff to pilot and evaluate the program seemed adequate to conduct this phase of the program. As previously noted, additional help was derived from other programs. Parents and professionals donated time. Target Resources on the Educational Need to Disadvantaged (TREND) donated monies to conduct a dinner workshop. TREND also donated $3,000 to help conduct the STEPS extended summer environmental camp, June, 1973. Area II Portland Public Schools and North Prescriptive Education also supported the program by lending funds for expendable items, office and storage space, and the release time of the field administrator and coordinator.

Although the Portland Metropolitan Area has several other environmental programs we did not find it advantageous to mesh or to work directly with them. The staff of STEPS and the staff of other programs met to discuss and evaluate modes of operation and intent of proposals. It was quickly apparent that a difference did exist, not so much in the final outcomes but in the techniques and emphasis. Another reason for going it alone was that the STEPS program approach to environmental education was directed toward an urban society. The other environmental programs emphasized conservation outdoor resource

management, nature studies, or an established set of tasks for the learner to perform. In essence, the STEPS program did not work directly with other environmental programs, but the STEPS program did meet with other coordinating directors of environmental programs. The CATCH program, nature trail, on the west slope of the Cascade Range was surveyed as a possible environmental facility. After several visits the staff decided that this facility was too far remote from the urban life situation of the city. There are similar facilities already existing more accessible to the city that would meet the same objectives. Participants of STEPS through Portland State University acquired the services of OSPIRG (Oregon Student Public Interest Research Group). Assisting kids, they investigated the environmental learning situations of Forest Park, planning and directing a videotape on its use and misuse. (Enc. 57)

A specific suggestion concerning coordination of existing programs would be that any future request for funding have provisions which would enhance coordination of all local on-going environmental programs. I cannot over emphasize this suggestion because many educationally sound programs may not have failed if the directors (staff) would have taken advantage of the work previously accomplished.

Tremendous support was given the STEPS program by the University of Portland. The head of the Chemistry Department, Dr. Bonhorst, assisted participants of the program by helping them analyze water samples found during many of the inter-city outings. This added a level of sophistication to the program and established communication with yet another university. It cannot be assumed or expected that elementary teachers, parents, and even most secondary trained people have the skills and knowledge that require instructing a total en-

environmental program in a total environment. By using the resources of the community, obstacles such as these were and can be resolved.

At the University of Portland it was also possible to use the lab facilities to carry on science activities. Getting a college or university involved will fill the void of or the lack of adequate lab facilities in the urban public schools. Graduate students at the university were extremely helpful in assisting these young citizens carry on worthwhile, in-depth activities.

A team of students in the STEPS program, in the King-Sabin area, worked with the King Improvement Association, also funded by HEW. The students assisted in data gathering that was instrumental in initiating a neighborhood clean-up campaign. These young citizens identified litter areas, abandoned automobiles, and mapped areas where trees could be planted. Working closely with members of the Development Commission students mapped the entire community, charting where street lights were inadequate and compared these findings with the types and rate of crime in each of these particular spots. This data was compiled and submitted to the Commission for further action. The supervisor and chairman of this Commission was and is enthusiastic in continuing to assist these young citizens in carrying out the established objectives of their program. Trees were planted in some of the designated areas by classes from Martin Luther King School assisted by students participating in the STEPS program.

I, again, strongly emphasize the importance of coordinating existing programs in a given community. This should be accomplished by informing the directors of ongoing proposals, asking for their input and suggestions even before a "new" proposal is submitted for funding. The STEPS staff strongly maintained that the community has

the natural resources that permit a successful environmental program (Enc. 58 thru 64). The job is enormous and requires an ongoing coordinator, not a six to nine months study or a one-shot program. Much has been gained by coordinating the services and resources of different community organizations.

There is real value for students of all ages to participate in identifying environmental issues. Much has been written about the concerns of the schooling of our young citizens, the way they view events and themselves and the way they view school and their lives outside of school. You will hear these critics say that students cannot connect life inside of school with life outside of school. But I would like to submit this Final Report as evidence that students do, can, and will participate in activities that are life-centered, experience-based and are school/community oriented. Such was the thrust of the STEPS program.

As previously stated the second purpose of the STEPS proposal was to engage students, teachers, and parents in the community to be active participants in planning an environmental schoool program by identifying the responsibilities of the individual and also the responsibility of groups. It was hoped by self-evaluation that individual members would assess their needs, select alternatives by identifying solutions to resolve conflict, define environmental problems and assist in their solution. At the onset of this program a pencil and paper evaluation was planned for staff. This soon proved to be irrelevant to the intent of the STEPS program. With the onslaught of course goals, accountability and behavioral objectives, the teachers outwardly and emphatically let it be known that prescribed specific behavioral objectives would stifle individual creativity. It was de-

cided that the individuals would develop and demonstrate decision making, select a plan and test systems which would reflect a successful program within the guidelines of the proposal. Individuals and pods (small groups) weekly presented their findings to peers and to other participants and in doing so openly elicited evaluation. A technique called, "The Critical Happening or Event" was employed.

The individual or the small group would record weekly the main idea or problem they identified. Each week every student recorded in writing this idea which then was dittoed, unabridged, and sent home to members of the community. Many photographs and tapes were used to gather input and information. Comparisons were made using multi-projectors, ideas from members of the community, and individual students in the program. Adult participants evaluated the process in weekly small groupings. During the STEPS program extended through the four weeks in June daily sessions were held to evaluate the process and the product. Initial attempts were made to identify self and/or group constraints that hinder or forbid an environmental study in the student's school/community. Although some work was accomplished in this area, much more needs to be done. A simple one or two page form, carefully developed by participants in an environmental program, will be beneficial and should provide guidelines for executing a workable action model.

A handout prepared by the staff coordinator, "Humanizing Instruction" was the discussion focal point from which members were able to critically evaluate and identify: where am I? where would I like to go? and what is preventing me from getting there? (Enc. 50-56).

Perhaps the formulation of prescribed course goals has some merit and value, but I have experienced this type of structure as

preventing the learner from planning and choosing what he wants to learn. It also stifles the serious need to enhance the satisfaction of teachers to create new roles in their growth and their relationship with young people and members of the community. I believe that the evaluating criteria must be co-designed by the students, the teachers, and the community, participating jointly in assuming equal responsibility.

A sample copy of the environmental scale developed by me and used by some individuals and groups has been included. One to twelve concepts can be identified and placed on the target sheet which the individual can use to evaluate himself on a scale of 1 to 6 (Enc. 65 and 66). Limited usage of this self-scale indicates it is very workable and could be developed into a useful tool. When evaluating the objectives of this program, on a scale from 1 to 6, the STEPS staff felt that the project achieved the objectives at Chapman School at the sixth level and King school at the fourth level. Rose City Park School would be rated, using the same scale, as number one.

A graduate environmental class at Portland State University, after touring the study areas and seeing a slide program of the activities, evaluated the stated objectives using the environmental program scale with the twelve listed environmental intents. This outside evaluation was very helpful in that it provided us with much needed input from individuals working in the metropolitan area but outside the target areas. We felt it was a unique and innovative evaluation and would recommend that other environmental programs adopt a similar system. It proved very helpful in clarifying to laymen as well as professional members of the community the intent of the STEPS program and helped answer the question, "What is an environment program? (Enc. 67)

In closing I would like to express happiness and remorse. Happiness is that 15 teachers, 10 parents, 15-20 professionals and 225 students were directly involved in an environmental program in the Portland Public Schools. Many other members of the community and teaching profession were indirectly involved. During the past several weeks parents and students have stopped by or called to express their gratitude for being able to be a participant in the STEPS program. This next week I will be meeting with members of the Chapman community in an effort to find means in which to support those that hope to find a way to continue an environmental program during the oncoming school year. But it is with remorse that I and others find it hard to accept that the greater metropolitan area, with a population of over one million, will be without a funded environmental program in the public school systems. I strongly feel that the government, private agencies, public school systems, members of the community, should be continually working together to pursue and identify environmental activities that will foster individual values that will lend itself to a more livable society.

Respectfully, I submit this assessment of the Student Tri-Environmental Planning Study.

IMPLEMENTING AN ENVIRONMENTAL EDUCATION PROGRAM

. . . Major Constraints . . .

Many constraints confronting environmental education are not unique--they are inherent in the American educational system. It is vital for environmental educators to identify these constraints and team with fellow educators to solve common problems. Four major constraints that need to be recognized are discussed below.

1. As the learner proceeds from kindergarten through the twelfth grade, educational material is increasingly organized around disciplines and little emphasis is placed on problem solving. Even the "new" programs add little to remedy this dilemma. This presents a constraint because environmental education is an interdisciplinary, problem-solving approach. This constraint may be difficult to overcome for some time, as the problem-solving approach may need to become an integral part of collegiate education before it can be successful at the elementary and secondary level. Offering some hope is a program called Unified Science and Math in the Elementary Schools (USMES).

2. Curricula are already crowded with subject matter material; hence it is difficult to persuade administrators to incorporate additional areas of study into the school day. However, this statement can be countered by indicating that environmental education can link subject matter fields and reinforce the existing curriculum. Environmental education can also provide relevance for existing curricular material.

3. Environmental education cannot avoid value questions. However, many public schools have steered clear of value discussions, particularly those that run counter to community norms and attitudes. Environmental education advocates a value clarification process.

This process does not teach a particular set of values. Rather, it stimulates an individual to examine his behavior by clarifying for himself his purposes, beliefs, attitudes, and other value indicators.

4. There is a severe shortage of classroom teachers prepared to effectively integrate environmental education into instructional programs. The traditional approach to the teaching of environmental matters has been for the teacher to become knowledgeable about some aspect of the environment and then convey this information to the student through the lecture/handout approach. This process has not been highly effective in stimulating sustained interest in environmental affairs or helping students acquire beliefs, attitudes, values, or skills conducive to the development of an environmentally literate citizenry.

Other constraints affecting the success of environmental education programs are: Inflexible scheduling; resistance and apathy on the part of the community, administrators, teachers, or students; youth oppression; lack of community reinforcement of parents, youth groups, peers, and church; funding constraints for transportation, materials, facilities, or personnel; lack of information on the learner's community environment, such as government, housing, solid waste, power generation, water pollution, air pollution, noise pollution, waste water treatment, transportation and recreation; or the lack of information for the teacher in carrying out an environmental education program such as information on the role of the teacher and student; guidelines for handling values clarification, controversial topics, or social change strategies; and other needed materials.

These constraints are typical of school systems. All education programs should be periodically evaluated, problems identified, and

strategies outlined to overcome the constraints. Many of the problems confronting an environmental education program are similar to those affecting the success of other instructional programs. For this reason, coalitions of administrators, teachers, students, and community citizens should be formed to find ways to overcome mutual problems and to meet the needs of youth.

PORTLAND SCHOOL DISTRICT NO. 1
BUDGET
Fund A8 - Student Tri-Environmental Planning Study
June 26, 1972 - July 20, 1973

REVENUES:	Amount
Federal, DHEW	$ 9,000.00
District Contribution	11,704.00
Total Revenues	$20,704.00

EXPENDITURES:

	TOTAL FUNDS SPENT
Salaries	
Administrative	$ 1,900.00
	8,400.00
Counselors	500.00
	2,700.00
Secretarial/Clerical	900.00
Other	4,320.00
Fringe Benefits	630.00
	204.00
Travel	750.00
Consumable Supplies	400.00
Total Expenditures	$20,704.00

STUDENT TRI-ENVIRONMENTAL PLANNING STUDY (STEPS)

5401 N. E. Prescott
Portland, Oregon 97218

Coordinator: Robert R. Sesar
Tel. 503-284-4967

The STUDENT TRI-ENVIRONMENTAL PLANNING STUDY (STEPS) takes environmental studies out of the strict realm of nature studies and life sciences and sends it off in a new direction--a multidisciplinary direction built around the concept that there is a total environment made up of an infinite number of smaller environments in constant interaction with each other.

Rather than dealing with the environment as something "out there" separate and apart from the individual or the community, the STEPS program helps students understand that we all are very much a part of the total environment--and it is very much a part of us.

It is the purpose of this proposal to engage students, teachers, and the community to be active participants in planning an environmental school program. . . .consequently, participants will be exchanging their experiences with their peers and other members of their community.

The specific objectives of this proposal are:

1. To engage students to seek a workable environmental course of study.

    a) identifying responsibilities of individual group members

    b) developing and demonstrating group decision making

2. To engage students, teachers and community people--local, private and federal--to work cooperatively toward surveying segments of their environment.

    a) identify solutions to resolve conflict

    b) define environmental problems and assist in their solution

3. Using feedback from objectives 1) and 2), develop a workable model for future student-initiated environmental learnings and to select for development an environmental course of study for their school.

In summary, the intent of the STEPS program is to provide an opportunity for students, teachers, parents and the community to develop an environmental program in the 7th and 8th grades at Chapman, Rose City Park and King Schools.

STEPS

Intent of the Proposal

1. To engage 7th and 8th grade students, teachers and the community to work cooperatively toward surveying segments of their environment for development into the ongoing classroom.

2. To develop a workable model and establish a plan of implementation of that model.

Based on the following premises:

1. There is need to "vitalize" the educational program in the upper grades

2. There is a need for students of all ages to spend much of their formal education in a setting that will afford them opportunities to identify problems and to seek workable alternatives in solving environmental conflict.

3. Education is a personal process, the making of personal experience from activities in which the learner engages.

Successful Conclusion:

1. Supports the things people do-----it's a part of everyday life.

2. Credit to the education scheme

3. Compliments the community

4. Economy - Cost less

In essence, the STEPS project is an action plan to develop a community school.

November 28, 1972

Mr. Leslie W. Lee
Field Administrator
Area II
8020 N. E. Tillamook Street
Portland, Oregon 97213

Dear Les:

The Student Tri-Environmental Planning Study (STEPS) has taken its first series of openers. Student groups have been identified in the three schools, parents have been informed and much ground work has been laid. Pilot projects have been initiated.

It seems imperative to me that a meeting involving the principals and Administrators from the two areas plus the coordinators of the program meet to:

1) Review the original intent of the Proposal
2) Get a first-hand analysis of what's going on
3) Consider the projected time line
4) Consider the possibility of refunding for the 1973-74 school year.

I have enclosed a Tentative Time Line and have set the time, date and place of the meeting for:

Monday, December 18, 1972
Area II Office - Glenhaven School
1:00 P. M.

Sincerely,

Robert R. Sesar

RRS:db

Enc.

Minutes and Moments - Environmental Meeting
Area II, December 18, 1972

In attendance: Dolly Bowman, Al Dobbins, Ed Forness, Jim Garlock, Ken Kolb, Cliff Low, Tom Lydon, LeRoy Moore, Bob Sesar

The original intent of the STEPS Proposal was presented and discussed. Issues were identified, concerns were expressed and questions were posed.

The following issues were expressed:

1) The frequency and type of inter-school sharing. This would involve not only kids, but teachers and the community. I feel it should also involve Administrators.

2) Targets or alternatives indicating a direction were identified:

   a) interpersonal or intercultural?

   b) environmental projects e.g., nature trail, school and community beautification, etc.?

   c) process or structure - techniques developed from the interaction of kids, teachers, Administrators and the community or the task being prescribed?

3) Should participation by specified schools be sustained?

4) How do we get the teachers involved?

   a) Workshops - There will be an Environmental Workshop starting Jan. 3, Wednesdays, 4-6. Additional workshops could (1) be "tailored" to the uniqueness of the school, (2) compliment the intent of the STEPS Proposal as it applies to the community.

   b) Have a school staff meeting with the STEPS Staff during regular school hours.

   c) Dinner meeting.

Jim and I will meet with your 6th, 7th and 8th grade teachers during the first two weeks in January. We have Ed scheduled for Monday, January 8th, Tom for_____and LeRoy for_____.

The purpose of these meetings will be:

a) Put a "handle" on, What is Environmental Education?

b) The STEPS Proposal, its intent.

c) Present a visual example of what's been going on.

d) Present examples and or models of teacher, kid, community, environmental programs.

A follow-up will consist of a dinner-evening meeting combining interested teachers from the three staffs. (This could be a good time to invite the parents).

The criteria by which Chapman and Rose City were selected was that a staff sharing program had taken place and it was assumed that this factor would add impetus to the STEPS proposal. Is or does this staff sharing program still exist and is this a factor that in any way is to affect the STEPS Proposal?

I think we need to consider these three operational levels as we formalize a suggested mode of operation:

a) Do we deal with the symptoms? e.g., A child can't read - we program him into more reading experiences; A child violates rules - we send him home; A group litters - we pick up the litter - or -

b) Do we deal at the "script", (predescribed expectations) level? e.g., The demands of the tests, (established instructional priorities). Does telling convince children that it's not right to litter? Do <u>we</u> establish the task

and then program the learner into the activities?

c) Or do we deal with values? How can an environment be created in which a child will be free to decide that learning to read is important? How can an individual be helped to identify his own feelings in order to improve his concept of self? What are the values of an individual that permits him to misuse the environment? When can the learner take part in deciding what is good for him?

Still unanswered:

1) What are your wishes regarding government funds for the 1973-74 school year, (another planning grant)?

2) What should be the budgeting responsibilities of Area I? Since the autonomy of the PPS has held each Area responsible for its expenditures, will Area II continue to pay for the services performed in Area I?

I personally would like to thank all of you for your input. I am sure that because of this meeting a giant STEP was taken. I have enclosed three abstracts: (1) Environmental Education - STEPS - its objectives (2) a few intents and premises that were instrumental in putting the proposal together (3) What environmental education is and isn't. You may wish to distribute these to your 6th, 7th and 8th grade teachers preceding the school meeting.

Sincerely,

/signed/ Bob Sesar

STEPS TRI-SCHOOL PLANNING MEETING

(Chapman, King, Rose City Park)

THUNDERBIRD MOTEL February 14, 1973 4:30 P.M.

AGENDA

1. Objectives of the meeting

   Develop plan/time line for selecting projects 72, 73

   Develop plan/time line for selecting projects 73, 74

2. Project Goals

   What is Environmental Education?

   What is the Student Tri-Environmental Planning Study (STEPS)?

3. Activities to date

   View students in action (slides)

4. Identify existing problems

   Discuss problems

   Brainstorm solution

5. Review "Project Idea Sheet"

6. Proposal for moving ahead

7. Summary: Where do we go from here?

6:30 Dinner

Robert H. Finch, former Secretary of The Department of Health, Education and Welfare said "The teacher we intend to send into our public schools in 1980 is today a sixth grader somewhere in our classes. He or she must be taught - beginning right now - along with every other student, about quality".

- - - - - - - - - - - -A Proposal for Moving Ahead - - - - - - - - - - - -

What subject matter do you currently teach?

_____

_____

_____

List two priorities that your school has established for the 1972-73 year.

_____

_____

_____

"Instruction should provide students a foundation for understanding their relations to their living and non-living environments".

Record one thing you would like to know about your environment.

_____

_____

_____

Record one thing you would like your students to know concerning their environment.

_____

_____

_____

_____

An environmental program should include "How the environment operates and how man relates and interacts with it."

Do you feel there is a "conflict" between what you would like to teach and the existing curriculum?

YES

NO

"x" If "yes" list the constraints:

___ _____

___ _____

___ _____

___ _____

___ _____

___ _____

___ _____

___ _____

___ _____

___ _____

Put an "A" in column "x" if the constraint is Administrative; "s" if self and "o" if other.

"The environmental studies program must relate to the child's immediate environment and include opportunities for personal involvement."

Do you know what environmental resources are available within your existing school boundaries?

Yes, I do.

No, I don't.

"Environmental Education is an interdisciplinary approach that relates all subjects to a oneness of purpose."

Based on previous information and the additional input today will you, upon returning to your class initiate an environmental program with your students?

Yes, I will.

No, I won't.

If you marked "No" - Why?

_____

_____

_____

If you marked "Yes", would you like the STEPS staff to assist you?

Yes

No

Spring Term an Environmental Inservice (2 credit hours Sci. 106.5) will be offered. P.S.U. (Dr. Stotler) is also teaching one. Would you like additional information?

Yes

No

WHAT IS ENVIRONMENTAL EDUCATION?

Environmental Education is---

An approach to teaching about man's relationship to his environment--how he affects and is affected by the world around him;

An integrated process dealing with man's natural and man-made surroundings;

Experience-based learning, using the total human, natural, and physical resources of the school and surrounding community as an educational laboratory;

An interdisciplinary approach that relates all subjects to a whole-earth "oneness of purpose";

Directed toward survival in an urban society;

Life-centered and oriented toward community development;

An approach for developing self-reliance in responsible, motivated members of society;

A rational process to improve the quality of life;

Geared toward developing behavior patterns that will endure throughout life.

Environmental education is not---

Conservation, outdoor resource management, or nature study (although these may be included in an environmental education program);

A cumbersome new program requiring vast outlays of capital and operating funds;

A self-contained course to be added to the already over-crowded curriculum;

Merely getting out of the classroom.

STAFF PLANNING NOTES - STEPS

GOALS

1. Each teacher develop a unit on environmental studies of her choosing.

2. Each teacher evaluate and put in final form the unit to be bound with others as resource material for all teachers. (By the STEPS staff)

3. Unit will enhance student's general awareness of environment and in depth the theme of the unit.

4. Will involve parents and community.

Give each student the opportunity to observe his home/school community:

1. identifying the responsibility of individuals (groups)
2. identifying the results of urban planning (school/city community)
3. identifying elements that allow for pleasant living
4. identifying community resources

CONCEPTS

1. That the environment is both man-made and put there by nature - (identify which is which).
2. That man can change (changes) the natural environment for better or worse.
3. That nature (natural phenomenon) can change man's environment. That the environment is constantly changing (changed) by both man and nature.
4. That the environment includes people.
5. That man uses the environment to satisfy his basic need to work (careers).
6. That man uses the environment to satisfy his basic need for recreation (parks).
7. That man uses the environment to satisfy his basic need for beauty.
8. That man shares his environment with other living things.
9. That man shares his environment with non-living things.
10. How man reacts to his environment depends upon his cultural demands.

STEPS

A letter has to be sent to parents of participating children stating the hours to be spent each day and how. It should also be mentioned the intention of having an overnight trip.

STEPS should contact Friendly House at Chapman for the purpose of discussing the summer program, baby sitting if that is a problem, etc.

There will be a resource center established in the portable at Chapman for the summer program.

Activities can be varied within the groups or with the entire group. Should strive to do things that can be done in the real school classroom next year or at least things that will help in the classroom.

Some of the things that were discussed as far as activities were concerned:

Getting 5-6 cameras and going into the community to take pictures.
Write about the house, parks, vandalism, etc.
See old churches and downtown programs.
Plant a community garden.
Bring career education into the program.
Use tape recorders to get interviews.
Explore the bicycle trails by bicycle.
Have lunch with longshoremen.
Go to art galleries, pottery shops, art and craft establishments and see how they fit into the environment.
Study the different kinds of transportation now and previously available.
Tour pioneer churches of Washington and Multnomah counties.
Take etchings of epitaphs in some of the old cemeteries.
Visit an industry from beginning to end product.
What could be done to enhance Chapman indoor environment?
Involve senior citizens with crocheting, knitting, quilting, weaving, etc.

Each teacher develop a theme about the environment (Unit) to be written up before and after and shared with other teachers.

Classes assigned according to interest (1st - 2nd - 3rd choice).

Each teacher plan field trips and activities for her theme.

Wed. Once each week a common experience - field trip for all.

Where themes have something in common have classes join for sharing (films - speakers - reports).

Each class takes pictures - make notebook of experiences - collects information to share.

Informal Share Day last week - for all to share with parents.

Environmental Education

Letting the children explore the community
School on a Bus: one week program similar to outdoor education, but in an urban setting

Art appreciation:

1. Research of art history: Public Library
2. Visiting galleries and museums in the community
   a. Image Gallery
   b. Pottery Making
   c. Arts and Crafts Society
   d. Other galleries and fountains
   e. Locating Statues and Fountains throughout the city

Architectural features of the city buildings

1. Study of various schools of architecture and architectural trends
2. Urban tour in conjunction with the art museum
3. Tour of historic buildings

Transportation

1. Visiting the yatching industry
2. Going deep sea fishing
3. Visiting the bus depots
4. Visiting Tri-Met
5. Visiting a Trucking Company
6. Exploring proposed freeway routes
7. Visiting the airport
8. Visiting the train depot

Historic Tours

1. Historic churches in Washington and Multnomah counties
2. Visiting places such as McLoughlin House, Bybee Howell House, Caples House, Champoeg, Baker Log Cabin
3. Viewing current exhibits at the Historical Society
4. Visiting cemeteries of historic interest
5. Going to locale of place being studied

Communication

1. T. V. studios
2. Radio stations
3. Telephone Company
4. Telegraph Company
5. Stage Production
6. Symphony

Industry

1. Lumber Mill
2. Forestry Building
3. Paper Mill
4. Logging operation
5. Tree planting
6. Hoyt Arboretum

1. Farming operation
2. Food processing
3. Dairy industry
4. Cattle ranch
5. Turkey or chicken farm
6. Meat processing

1. Visiting sheep farm
2. Visiting textile mills

BRINGING COMMUNITY SKILLS TO SCHOOL

Plan an Environmental center:

Purpose: Place for students to go to construct, plan or produce presentation to enhance classroom unit.

Using community people as resource aids.

Give students an area where they can plan with an adult in charge away from halls or other congested areas.

Possible activities:

Planning a play
Constructing a display
Previewing films for class presentation
Painting furniture
Quilting
Crocheting and knitting
Constructing a classroom game
Center for collections and displays from outside trips
A place for students of all ages to go when activity planned is interesting to them.

Area for several classes to view a film, attend a talk by community speaker.

Area for teacher to take a few students for an activity while aide or coordinator works with students in her class.

Plan for regularly scheduled events such as bonsai planting, pottery making, painting, sewing, stitchery which might be provided by parent volunteer. Yoga, acrobatics, batik, etc.

Area for active children to come and work out frustrations, in construction activity. (See article: "Dat Room").

Applying assembly-line techniques in making something to be marketed.

Constructing or painting discarded furniture to improve classroom environment.

Making wall hangings (macrame--graphic arts--tapestries to enhance school walls in halls and classrooms).

Constructing picture frames to display children's art in various places around school.

I. What's Happening - In the city - To the city

Airport - docks - police station or court house or city hall

II. What is environmental planning - (planned communities, planned industrial parks - lack of planning - city zoning)

Make a model city or community.

III. Beauty - in the environment - from the environment

Japanese gardens

Art museum - Indian collection

Forecourt and other fountains

Pot shops

Small galleries in neighborhood

Sketching and painting

Weaving, using natural dired materials

Mosaic of shells and/or rocks set in plaster of paris in shoe box

Ceramics

Old church - lunch - organ concert

Tour of the auditorium

IV. Nature's resource - water man's use - in fountains

Skidmore

Forecourt and Portland Center

G. P. Fountain

Council Crest

Drinking Fountains - downtown

V. Parks - Wallace

Washington - Japanese test gardens

Shakespeare - ride the train

Arboretum

Unthank

Forest Park

State Park

National Park

Trion Creek Park (State park in Portland - new)

Private park (Oak Hills)

VI. Let's lunch with our neighbors

Portland docks

Old Church

Portland Center

VII. A video documentary of one of these

or

a slide-tape show of one of these tape impressions of students on field trips

VIII. Booklets as group projects of class activities

Share last day - play excerpts from tapes - use next year -

Booklets - photos descriptions

sketches opinions

poems

logs (units to be dittoed for staff)

IX. The environment in the past - Pittock Mansion
Historic Society
Train Depot
Council Crest
Front Avenue
Champoeg
Oregon City
Lone Fir Cemetery

X. The tree - what it means to man.

G. P.

Tree farm

Paper mill

Logging operation

Plant in Tillamook Burn

XI. Transportation in the environment

Hiking

Biking

Old tracks

Train to Vancouver

Boat

Airport

Monorail Portland-Vancouver

Historic Society - old car club

XII. Interesting buildings in the environment - when built - why - by whom - visit - interview -

Ever-widening environment

Ideas for Classroom Projects

1. What community agencies are at work in your neighborhood? What is their function?

2. Where do the students in your room live? Plot their location on a communitymap.

3. How far do your students live from school?

4. How long does it take them to walk to school?

5. Can your students come to school by a different route and observe 5-10 things they haven't observed before?

6. What recreational facilities are available in your community?

7. What are the traffic patterns in your area?

8. Do you find evidence of vandalism?

9. Are there any health or safety hazards?

10. Is your community served adequately by public transportation? Survey it!

11. What are some assets of your neighborhood?

12. What are some problems of your neighborhood?

13. Are streets wide enough for parking on both sides plus two-way traffic? If not, could you get something changed?

PEOPLE IN YOUR COMMUNITY

HOW DO YOU RATE THE IMPORTANCE OF PERSONS WHO WORK IN THE FOLLOWING JOBS?

Name_____	1	2	3	4	5
	NOT AT ALL IMPORTANT	NOT VERY IMPORTANT	IN THE MIDDLE	IMPORTANT	VERY IMPORTANT
1. Bank teller					
2. Carpenter					
3. Clerk					
4. Gasoline station attendant					
5. Janitor					
6. Judge					
7. Mail carrier					
8. Medical doctor					
9. Mechanic					
10. Nurse					
11. Professional ball player					
12. Policeman					
13. Secretary					
14. School teacher					
15. Truck driver					

P O R T O F P O R T L A N D

1. How many people are directly or indirectly employed because of Port of Portland activities?
   What percent is this of the total employment in Multnomah County?

2. Where do these people work?

3. How much money do they make altogether in one year?

SEA

4. What is the marine department responsible for?

5. How is cargo moved?

6. What is the steamer Portland?
   the dredge Oregon?

7. The Port serves as a natural gateway into our country because Portland is linked to world markets by_____transcontinental railroads
   _____airlines
   _____truck lines

8. What is done with dredge spoils?

LAND

9. What is the Swan Island Industrial Park?

10. What is Rivergate, and where is it?

11. Why are these two well suited for commercial and industrial development?

AIR

12. This year over_____passengers will take off and land at Portland International Airport, and by 1975 we can expect_____ passengers a year.

13. Approximately_____flights depart daily going to cities in _____states plus regular service to_____,_____and_____

14. In addition air cargo now totals more than_____pounds each year.

15. PIA provides employment for more than_____workers who earn about _____each year.

16. How will PIA be different by 1980? (be specific)

ENVIRONMENT

17. What is the Port of Portland doing to protect our land, water, and air?
18. What is the Port doing to help meet future needs for recreation?
19. Who owns the Port of Portland?
20. Who "runs" the Port of Portland?
21. List all of the jobs you can that are connected with the Port of Portland.

PARK SURVEY

1. Name of the park

2. Location

3. Interview people in the park:

   Why are they here?

   Do they come often?

   Do you live in the neighborhood?

   What do you like about the park?

   What changes would you like made?

4. General feeling and/or description of this park.

The students will tour:

Skidmore fountain

Pioneer Post Office

Questions: What natural materials has man used to build and decorate his buildings?

Make a list

Take pictures

Pinpoint your walking tour on your map

Name of building	Address	Natural materials in construction	Decorations
Historic Tour			
1. Old church			
2. Capt. Brown's House			
3. Bybee Howell House			
4. Caple's House			
5. Cemetery			

AREA SURVEY
(Things to look for)

1. Area surveyed
2. How is the land used?
    a. plot of land
    b. what do you think are some good uses?
    c. what do you think are some poor uses?
3. What evidence is there of pollution?
    a. land
    b. air
    c. water
    d. noise
    e. sight
4. Who lives here?
    works here?
    plays here?
5. Some details to notice
    a. kinds of signs used
    b. landscaping
    c. utility lines
    d. garbage disposal
    e. street lighting
    f. use of color
    g. type of architecture
    h. building materials
    i. age of buildings
6. What provisions are made for transportation?
7. What is beautiful about this area?
    a. natural
    b. man-made
8. What are some advantages and some disadvantages of living and/or working in this area?
9. What did you like the most in this area?
10. What did you like the least?

URBAN STUDY

THE OLD AND THE NEW

I. Compare - - - Old and New

A. What's your favorite - Why?

B. Preserved or not?

C. What values do the two types have?

D. Which is more important?

E. Appearance

Shape

Design

Color

Materials

F. Landscaping and man-made objects

SUMMARY - Your personal ideas, opinions and feelings_____

THINGS TO WRITE ABOUT

You are a member of the library board. The library will extend its hours beginning in September. After conducting interviews, you have decided what hours the library should be open. Write a letter of your recommendations to the Multnomah County Commissioners.

You are a member of the Historic Landmark Commission in charge of the preservation and restoration of old buildings. Write a news article in which you explain to the people of Portland how you think the building should be restored and used.

You are a member of the Planning Commission. Write a recommendation which you will present to the Portland City Council concerning the plans you have for restoring Union Avenue to a pleasant and commercially profitable street.

You are a developer and want to acquire some property on the waterfront to build a high rise business. Explain how this can be done.

You are a worker on the 35th floor of the First National Bank. A fire alarm has just sounded. Explain how you are going to get down to the main floor safely.

You are an interior design student at Portland State University. Write a letter to the school principal and the area directors explaining how you plan to improve the downstairs floor of Chapman School. You will be allowed funds for paint, but all furniture and other designs must be from recyclable material.

You are a member of an environmental group planning a camping trip. Write a letter to the other members of your group explaining why certain items should not be taken. These are items which are not recyclable or damaging to the environment.

You have been a visiting artist who has accompanies Pod VI, the Usetobees through their activities this summer. Create a cartoon which shows some of the things they've done.

You are the ferryman on the Canby Ferry. This has been your job for the last seventeen years. Explain why you continue this job. Write about some interesting things that have happened in the last 17 years.

You are the last descendant of the MacCleay family living in Portland. The state highway department has decided to build a new freeway which will wipe out Lone Fir Cemetery. Write a letter of protest to the highway commission.

You own a cleaning establishment on Union Avenue. Emanuel Hospital has expanded, and consequently many of the families who were your customers have moved out and your business is not providing enough money for you to live on. Write a conversation that you might have with your wife about plans for your future.

THINKING BACK

Week_____

Day_____

1. Where we went

2. Why we went

3. Three things I learned

   (1)

   (2)

   (3)

4. Something I liked

5. Something I didn't like

URBAN STUDY

1. What is urban renewal?

2. What groups of people need to work together to make urban renewal successful?

3. What are two types of urban renewal? Give examples.

4. What are different kinds of parks? Give two examples.

5. Why are parks important to man?

6. What is an industrial park?

7. When do you think old buildings should be kept?

8. What is a planned community? Give an example.

9. How has the area of Portland changed in the last few years?

HAYDEN ISLAND

1. Survey Site:

2. Observe architectural styles

   Traditional

   Modern

   Old

   New or Restored

   Generally light in color

   Generally dark in color

3. Was there litter?

   None

   Some

   Much

4. Details to notice

   Landscaping

   Utility lines

   Garbage disposal

   Street lighting

   Residential lighting

5. Close your eyes and listen carefully. What sounds do you hear?

6. What provisions are made for transportation?

7. What are some advantages of living in this area?

8. What are some disadvantages?

9. What do you like most in this area?

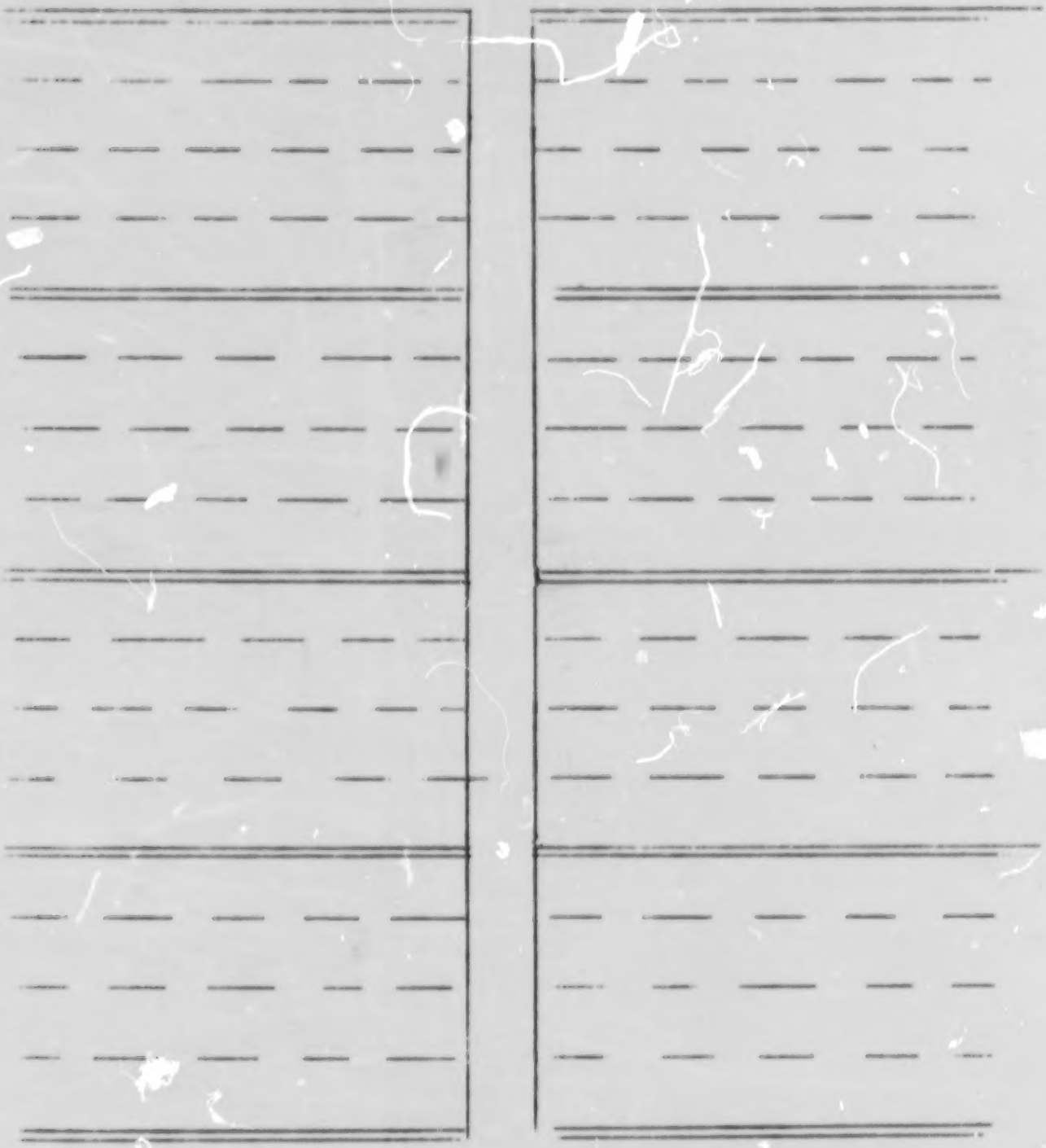
10. What do you like least?

11. What recreation is available?

12. What facilities are available?

URBAN STREET STUDY

Directions: Write the name of the side street on a double line.
Write the name of the business on the dotted line.
Mark an O in the box if there is a vacant lot or vacant property.
Write an X in the box if the business has boarded windows.



AIRPORT TERMINAL BUILDING UNION STATION

AIRPORT TERMINAL BUILDING

1. Date built
2. Style
3. Building materials
4. Condition of outside
5. Condition of inside
   - lighting
   - seating
   - art work
   - comfort for passengers
6. Use
   - Time
   - Number of people
   - Time
   - Number of people
7. Availability to downtown Portland

UNION STATION

1. Date built
2. Style
3. Building materials
4. Condition of outside
5. Condition of inside
   - lighting
   - seating
   - art work
   - comfort for passengers
6. Use
   - Time
   - Number of people
   - Time
   - Number of people
7. Availability to downtown Portland

THE USETOBEES

URBAN STUDY

Questions to answer in writing and by discussion.

1. How does urban renewal affect the property values of an area?

2. How does urban renewal affect the lives of the people who are moved for the new development?

3. How does a freeway affect the business life of an area? Example: the freeway to Vancouver removed a great deal of traffic that would normally use Union or Vancouver Avenues.

4. How does racial conflict and riots affect the life in a business community?

5. How does racial conflict affect the lives of the people who live in an area?

6. What people are most likely to move away? What people are most likely to stay? Why?

7. Have more blacks been employed since the riots? Why is this true?

8. Do you agree with this statement: As long as minority groups (or any group) accepts the conditions under which they live, change is unlikely to occur. Why do you believe this is or is not true?

9. Do black citizens have a financial base (enough money) to establish and succeed in a business without the assistance of the white community?

10. What do you think will happen to some of the declining areas of our community?

TROJAN PLANT SURVEY

1. What is the Trojan plant?
2. When was the plant built?
3. Why has the construction been halted?
4. Is there a danger in having the plant?
   If so, what?
5. What are the benefits of Trojan?
6. How many people are employed?
7. Has the Trojan plant been of any aid to the people in that area?
8. What has Trojan done about pollution?
9. Do you think the Trojan plant is effective?
10. What are the steps in producing electricity?
11. What happens to the water after the electricity is produced?
12. What does Trojan do to inform the public about their operation?
13. What was your reaction to the trip to the Trojan plant?

Survey of East Willamette Walkway

1. What kinds of pollution do you see?

2. What noises do you hear?

3. What do you smell?

4. What do you see?

5. Can you see some of the places we have been?
   Name them if you want.

6. Is there anything you would like to change?

   How would you change it?

7. What would people use this area for?

8. What was your impression of the walk?

LONE FIR CEMETERY STUDY

1. How old were some of the people when they died? Take an average of ten.

2. Do you see the names of any interesting people?

3. How have the markers on the graves changed throughout the years? What could cause this?

4. Why are the markers different?

5. About how many graves are there? Can you estimate the amount?

6. What gravestones are the most interesting?

7. Write down some of the most interesting epitaphs.

8. Are cemeteries a good use of city land? What do you think?

9. Can you identify or guess the occupations of any of the deceased people?

10. Write an epitaph for someone you know.

11. How does coming to a graveyard make you feel?

12. Pretend some of the people have come back to life. What do you think they would say about the way of life now?

13. Would you come here at night? Why or why not?

ENVIRONMENTAL STUDIES

City Walk

A. Record three new things that you learned.

1.

2.

3.

B. Name the structure or building that you liked the best.

C. What structure or types of buildings didn't you like?

D. Based only on what you saw on the walk tour - What would you like more of in relationship to a more pleasant city environment?

E. Identify and list five (parts, areas) segments of a growing city.

1.

2.

3.

4.

5.

F. List three things that seem to occupy the most area (take up the most space). Rank them 1, 2, 3.

1. 2. 3.

G. What did you learn today that you will share with someone else?

CITY PARK STUDY

Outdoor education has to many people a variety of interpretations. To some it means traveling away from the community for field trips, field studies, or an outdoor school. Others realize that locations nearby each Portland School includes opportunities that illustrate natural processes, interrelations in nature, and the economic and aesthetic importance as it relates to people. The 'natural' processes of nature and man's relation to his environment can be taught or "discovered" in our own backyard, thereby providing each student an outdoor classroom.

Planned educational studies of a City Park near a school can achieve these objectives:

The student will be able to:

1. Differentiate by listing similarities and differences among the common mature trees, shrubs, bushes and animals.

2. Compare the ecological changes of an area during a prolonged period of time.

3. Identify and contrast various types of land utilization and how they influence his activities.

4. Identify the socioeconomic implications of City Park areas.

5. Recognize individual responsibility as to his role in maintaining park areas in the community.

6. Develop a feeling for "open" areas, self-direction or fulfillment.

HERE IT IS: (Dothis)

Consider one of the above objectives; that is you may "use" one, modify it, or use them as an idea to write another objective but in any case write just one objective: i.e., Using leaf samples - the learner will be able to compare and name the deciduous trees in L.H.P...Then do it.

Some "helpful" verbs:

describe	list	name
demonstrate	identify	construct
distinguish		

VISTA HOUSE - CROWN POINT

CROWN POINT is 725 feet above the river on an overhanging rocky promontory--in the center is the VISTA HOUSE. John Lund donated the land called "CROWN POINT". THE VISTA HOUSE is built like a crown, and the stained glass windows represent jewels in the crown. Funds were donated by school children and interested organizations.

It was started in 1916 and completed in 1919 at the cost of $103,189. The foundation about the base of THE VISTA HOUSE is laid in Italian-style dry masonry, no mortar having been used. Men were imported from Italy to do the work (a Mr. Camella was in charge).

Mr. Camella was a neighbor to Mrs. D. Bowen when she was a child. His home stands today on 27th Woodward Street Southeast Portland..... The home is of the same rocks as those around THE VISTA HOUSE.

The windswept height once known as "THOR'S CROWN", commands a view 30 miles up or down the river. Inside THE VISTA HOUSE is a bronze tablet recording Lieutenant William Broughton of Vancouver's expedition, who was the first white man to come up the Columbia River back in 1797.

There are also several bronze heads of the Indian chiefs around the territory at the time...names of which are not known.

THE VISTA HOUSE was made a State Park in 1941. Sometime this month of June, 1973, this scenic spot will be dedicated as a National Shrine.

THE VISTA HOUSE

Complimentary remarks

Suggestions and needs for the sight

OLD BUILDINGS OF PORTLAND

Name of building:

Location, mark this on your map:

1. Present use:

2. Former use:

3. Why was this building preserved?

   By whom?

4. My feeling about this is

5. What other buildings would you like to see preserved and why?

BETWEEN PORTLAND VANCOUVER

How is the land being used?

List the changes that are taking place:

What evidence do you note that man can control parts of his environment?

How is the water flow of the Willamette being used?

What has man done to both sides of the Columbia River?

What changes, if any, would you make?

PORTLAND'S TRAIN DEPOT

1. Location, mark on your map.

   Construction date:

2. Description of the outside

3. Description of the inside

4. Condition of the outside

5. Condition of the inside

6. How many people did you count?

   Time: Count:

   Time: Count:

7. How many trains arrived and departed during this week?

8. Possible future use of this facility:

9. My reactions:

   What I liked

   What I didn't like

PORTLAND'S CIVIC AUDITORIUM

Built in

Rebuilt in

Seating Capacity

Stage notes

What programs are presented here?

Do you like this type of facility? Why?

Note the area around the Auditorium.

What is happening to the "open" spaces?

Do you like the Forecourt Fountain?

Do you think people should wade and wash in the pools?

What would you add or take away from this area if you could be the planner?

STREET CORNER SURVEY

Time: Place:

	Cars	Trucks	Bikes	Pedestrians	Animals
Totals:					

Is noise a problem?

What are your suggestions to improve the conditions of this area?

This program had its origins in the concerns of the middle school grades, grades 6, 7 and 8. Teachers report that the proportion of uninterested students are increasing, that more and more students are questioning what they are studying, and that many see very little relationship between school and their lives.

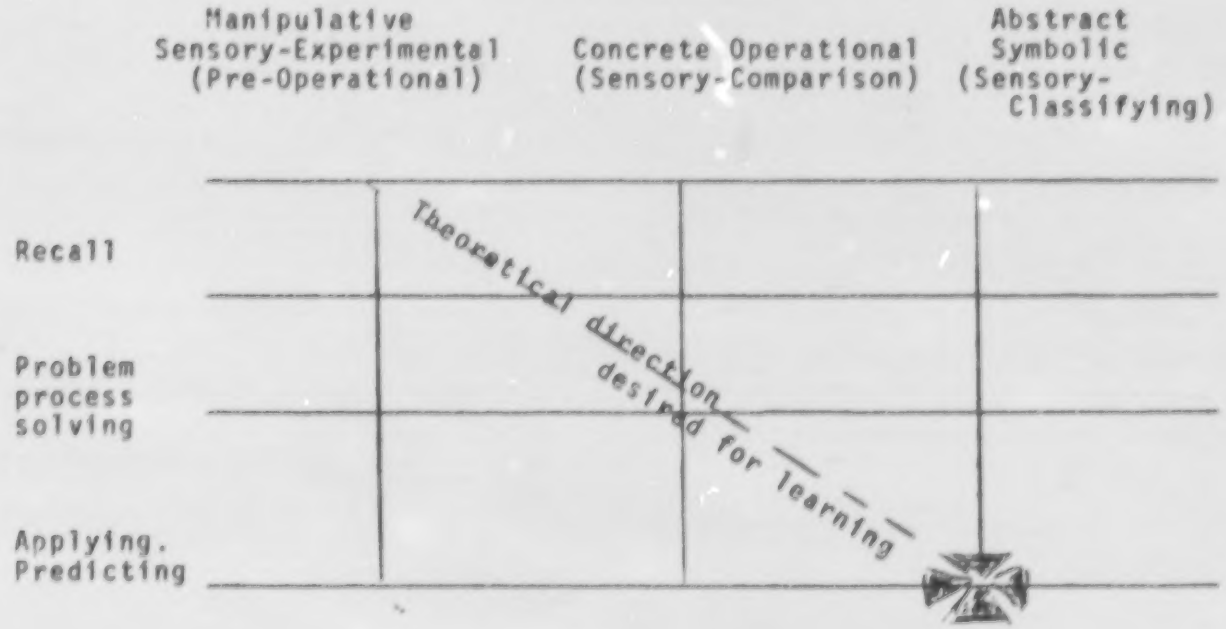
As you know, a flood of books have poured into the market place criticizing schools, especially the curriculum, I feel. Several common themes run through the criticisms of schools and of education in these books: (1) the need to recognize young people as individuals, (2) the importance of an education that deals with the realities of contemporary life, (3) the demand that a greater range of learning options in the curriculum be provided, (4) the necessity for participation by the student, himself, in planning and choosing how he shall learn, (5) and the serious need to enhance the satisfactions of teachers by creating new roles for them in their relations with young people.

To verify the concerns about schools and schooling and to gather more data, listen to kids and to the questions they ask, the way they view events and themselves, and the way they view school and their lives outside of school. You will hear that students cannot connect their lives in school with life outside the school. Even students with serious hobby interests such as caring for pets, building rockets, or growing plants cannot see how school could help them pursue their out-of-school interests more effectively. I found that the discourse of early adolescents was personal; they viewed events and objects from an egocentric perspective. Generally, they spoke in specific terms, referring to concrete experiences they had had. While most students in the early grades seemed to think in

these concrete terms, a few were developing formal, or abstract, thought patterns.

New knowledge from research on child growth and development provided a valuable theoretical perspective for organizing and interpreting my experiences with early adolescents. The past forty years of study in developmental psychology have led to a recognition that children, adolescents, and adults think differently, one from another. They attend to different kinds of data and have different ways of processing it. Paiget's conceptualization of stages in cognitive development provides one very useful system for thinking about early adolescents. Students in the eleven-to-thirteen-year range exhibit pre-operational (sensory), concrete operational (sensory-classifying; multiple-variables). The variability within an age group is striking. Physical variation is also remarkable.

Illustrated, the "system" could look like this:



When you view a style of teaching and as you formalize a mode of instruction for yourself, consider these three levels of operation:

1. The "cosmetic" level.
   The learner violates a rule or isn't performing to "level" he is removed from the situation.

2. The "script" level.
   The learner is expected to perform at established levels. These established levels are predescribed by the learned, demands of the test, by objectives or priorities. The learner is programed into the activity.

3. The "value" level.
   The learner and the learned assume equal responsibilities. The learner engages in identifying problems and seeking workable alternatives. The learner is responsible in developing an educational plan important to him.

Keep in mind that the following is intended to provide information, guidelines, and hints to help you successfully conduct small group discussions. More information can be provided regarding any of the statements below.

I. GROUP THEORY CONCEPTS--Some concepts which might help in planning for and understanding groups.

--All groups develop structures, values, and patterns very soon after group formation. These become very resistent to change.

--Groups have two major components: People and process.

--A newly formed group provides an arena for people to have a new type of experience with people.

--Groups, like people, go through phases of development. At different stages of the group's development, members respond differently to group membership, to the leader, to each other.

--Groups have a dual function. They allow and control. (For example, they allow for expression of indivduality, but control anyone being too different.) Therefore, small groups have both threatening and supportive aspects.

II. GROUP ORGANIZATION. This is related to Four Major Components, Goals, Focus functions, Leadership, and Interaction patterns.

A. Goals - Every group has four different types:
   1. Leaders' goals for the group.
   2. Leaders' goals for each member of the group.
   3. The group's goals.
   4. Each member's individual goals for himself.

B. Focus - A group can be problem-centered or non-problem centered

   1. Non-problem centered--A non-problem centered group would focus discussion on communication--sharing and caring.

2. Problem-centered--The problem-centered group would focus on helping members to learn how to resolve problems and to find solutions. In school groups, the leader must set the focus of the group to plan together.

--GENERAL PROBLEM-SOLVING: Members would discuss general life problems: Home, school, community, etc.

--SPECIFIC PROBLEM-SOLVING: Members would discuss problems which exist or develop.

--In Problem-Centered Groups, specific events or occurrences can be discussed and then generalized for all, or general problems can be discussed and then focused on each individual as it applies to him. (For example, Johnny can discuss his problem getting along with Mary, and then the group can discuss how to get along with peers, or the group can discuss how people can get along better, and each member can then talk about new ways of getting along with Mary, etc.) Only then lead to a cognitive task.

C. LEADERSHIP

1. TYPES OF LEADERSHIP

--There are three major types of leadership possible for small group discussions in schools. The type of leadership chosen sets the pattern for the type of membership interaction which will occur. (See explanation of Leadership Patterns.) Levels of operation will also establish leadership.

2. FUNCTIONS OF LEADERSHIP

a. To set the stage for interaction patterns (as mentioned above.)

b. To define the authority base of the group:

--School-Based Authority--Allowed behavior is based on school rules, for example, no swearing at adults, enforced by school sanction.

--Leadership-Based Authority--Allowed behavior is based on rules the leader deems important, enforced primarily by leader.

--Group-Based Authority--Allowed behavior is based on rules the group wants to exist and enforce.

c. To designate group focus--problem-centered or non-problem centered, and to channel discussion into appropriate channels consistent with the chosen focus.

d. To serve as an adult model, and to emulate goals and values of the group.

e. Reinforce members positive identity, and sense of competence.

f. Help members sort out realities of situation and help them straighten out misperceptions. (For example, a child's belief that all men are dangerous members can discuss both mean and nice men that they have known.

g. Provide consistency and security, by maintaining the chosen focus, by enforcing the group values, and by meeting regularly, for a consistent period of time.

D. INTERACTION PATTERNS

1. Certain members will move towards others, others will move away, and others will move against members.

2. Each will move towards, away, or against the group process.

3. Patterns of communication and each individual's role as a group member will evolve and become apparent:

--Agreement, disagreement, subject-changing, focusing on self, etc.

--Action-leader, thinking leader, group scapegoat, devil's advocate, etc.

III. DON'TS AND DO'S HINTS TO HELP YOU IMPROVE YOUR TECHNIQUE AS GROUP LEADER

A. DO'S

1. DO ask the question of yourself: "I want this group to be good for what?"

2. DO keep the working purpose of the group very clear to yourself and to the group.

3. DO always think through for yourself, what happened the day before. Recap to the members what was important.

4. DO figure out and continually recheck: Issues the group can work with, themes with which each kid is dealing, and what each theme implies for others in the group.

5. DO plan what you would like to accomplish in general at the next meeting.

6. DO explain any changes in the group or in your behavior, then ask for members' opinions.

7. DO turn conflict situations into more general discussions. (For example, if a child begins to recount home conflicts, discuss what do you do when you get mad or scared? What else can you do?")

8. DO be consistent in your degree of intervention.

9. DO ask questions which will stimulate thinking and discussion.

10. DO emphasize the individuality of each of the group members.

11. DO ask open-ended questions.

12. DO address by name the person you are speaking to. Have the children do the same.

13. DO ask children often for specific examples to back up their generalizations.

14. DO remember that society, the school, the group, the members, and you are all in a continual process of adaptation, reorganization, and growth.

15. DO communicate the dignity of each individual, and the responsibility of humans for each other.

16. DO let real emotions go back and forth in the group.

B. DON'TS:

1. DON'T talk too much.

2. DON'T preach or give advice.

3. DON'T communicate your desired answers or preconceived ideas when you ask a question. (For example, don't say, "Did you do this because.....?" or What happened, this or that?" Or "Did you fight with Shiela again?"

4. DON'T ask questions that can be answered in "Yes" and "No."

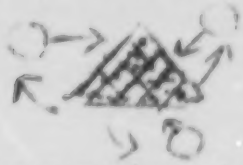
5. DON'T deal with hidden or avoided self or on a child's "blind spots".

6. DON'T identify with children against their parents, peers, or their home situation.

7. DON'T try to correct how a kid sees something--work with it.

LEADERSHIP TYPES

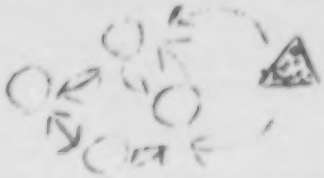
I.



Leader is key person for group members to relate to...In this type of group the major purpose is to provide each member with an opportunity to relate to and communicate with the leader. Time necessitates forming the group rather than seeing each member individually on a regular basis.

With this type of interaction (see arrows above), sharing and building trust with peers is not a major part of the group experience. Identification and relationship with adults is primary. Therefore, group and peer problem-solving is not developed.

II.



Leader is a facilitator in getting members to communicate to and help each other.

Group membership roles appear more strongly and group process and shared purposes become keys in group interaction. Although hostilities become stronger between members, so does peer support.

III.

Leader is a group member interacting as a regular member except for age and expertise. He neither strives to primarily promote peer interaction nor to promote relationships between members and himself.

Leader then has no special role in stimulating relationships, but rather participates in the evolving interactions, discussion, and relationships. He effects the group process and stimulates relationship building through his participation rather than through the implied authority of his chosen leadership role. A major task is to guide the group interaction to stay on topic.

FOREST PARK SURVEY

1. Covers 7,000 acres
2. Has 28 miles of trails
3. West side Greenway area to Pittock Mansion to Washington Park and from Germantown Road to Forestry Center
4. No plans for logging because tree cutting causes erosion. Also need to build logging roads which would destroy wilderness character of park.
5. Do cut down some alder trees to aid nature and encourage growth of evergreens such as hemlock to grow.
6. Alders and maple must be cut off every four years.
7. Alders are thinned by spray method; tree is cut and spray inserted in tree.
8. Wildwood trail extends from the Japanese garden to Saltzman Road.
9. Nature trail goes from N. W. 53rd Drive and Fireline down to Leif Ericson drive.
10. Posts are on ground explaining types of growth in area. Self-guided tour.
11. Trail made from volunteer effort headed by Bob Gustafson and the Society of American Foresters.
12. Self-guided tour of the arboretum, also.
13. Planning self-guided tour on Fairview Boulevard.
14. In Pittock area 40 acres can be developed.

PROBLEMS: People

1. Selfishness--litter.
2. Tear up signs.
3. Motorcycles o.k. on roads, but not trails--
4. Park should be treated like a library; quiet area; nose frightens away animals that live there; animals necessary for balance of nature.
5. Youth Corps made up of high school dropcuts--who worked on trails as part of high school curriculum.
6. Maintenance vehicles
   a. Two-ton truck
   b. Command vehicle--two-ton truck
   c. Cushman motor scooter with box on back--used to haul rocks and other trail material by wheelbarrow.
7. Seven patrol cars for N. side of Portland; terribly difficult to police motor cycles in park--Vandals make their own rules--not necessarily for good of rest of society.
8. Horses: part of wilderness area; people having difficulty keeping stables going; may have to close them.
9. Horses make holes in trails--must put heavy gravel on trails if horseback riding allowed.
10. Possible to make trails for motorcycles--but often do not stick to trails--create noise.
11. People leave abandoned cars in park--dump old clothes, etc.
12. Picking flowers destroys balance; deprives other people of enjoyment.
13. Keeping on trails is important--crush flowers and growth that is necessary for animals to survive.
14. Marks on trees--probably a game someone was playing--not authorized.
15. Power lines go across park; sometimes companies use same poles, and as many as six wires on pole; no plans to put lines underground.
16. Airplanes fly over park 2 times a day during fire season.
17. Keep people out during fire season; however, sometimes they see a fire and report it--some disagreement about this policy.
18. Trying to get people to carry out litter.

Mr. Jim Gray--arboriculturist--Hoyt Arboretum

UNIT ON CAREER / ENVIRONMENT AWARENESS

GOALS

1. To explore multiple occupational possibilities within the Chapman School district.
2. To explore personal interests, aptitudes, and attitudes.
3. To develop attitudes, knowledge, and skills needed for employment.
4. To develop an appreciation for the immense variety of occupations within this neighborhood.
5. To involve business, industry, and labor; educational, governmental, and social agencies; sixth grade students and parents in this unit.

CONCEPTS

1. What is meant by occupation or career?
   - the work you do as a means of earning money
   - a lifetime of work and learning

2. What determines the job you choose?
   - need for work
   - availability of work
   - experience
   - interests
   - aptitudes
   - capabilities
   - need for security
   - demand for the product or service

3. What are the rewards of work?
   - money
   - satisfaction of getting the job done
   - enjoyment of work
   - self-fulfillment
   - feelings of self-worth

CONCEPTS cont.

4. What determines whether you are satisfied with a job?
   personal aptitudes
   personal attitudes
   personal interests

5. What makes you successful in your job or career?
   preparation for the work
   ability to get along with other people
   division of labor: dependence on others who help
   skills
   resources
   employability traits

6. What is necessary for a society or a business to operate successfully?
   contributions of all workers
   contributions of many kinds of jobs

OBJECTIVES

1. Identify and describe the environment of Chapman School District as to how the land is used (business, industry, residential, recreation, health, etc.)

2. Identify and describe occupations within the Chapman School district.

3. Investigate materials, processes, and occupations in a large business and/or institution to see division of labor and interdependence of different jobs.

4. See and describe tools and equipment needed for various occupations.

5. Classify jobs by categories.

6. Learn some vocabularies unique to particular occupations.

7. Examine relationship of occupations, businesses, or industries to this particular location in Portland.

8. Identify positive elements in the environment that make it a good place to live and/or work.

9. Identify any environmental problems connected with certain businesses or industries.

OBJECTIVES cont.

10. Examine qualifications needed by workers.
11. See relationship of personality traits and doing a job.
12. Analyze personal interests and aptitudes.
13. Place value on all kinds of work.
14. Place value on the Chapman neighborhood.
15. Begin to make some choices as to occupational field.
16. Share learnings with students from other grades through a "Career Fair".

ACTIVITIES

Walking tour of Chapman district to see how land is used, what businesses, industries, occupations are here

Make map of district showing how land is used, where businesses, etc. are located

Field trips for entire class to investigate materials, processes, occupations
possibly Good Samaritan Hospital
Montgomery Ward
Docks (Port of Portland)
a factory or industry
a freightline

Make cluster charts of related jobs after field trips

Field trips for small groups according to special interests Report to entire group

Devise a survey and interview businessmen in area as to how they hire, what is required of their workers in education, experience, etc.

Guest speakers -- parents and others from Chapman district
Talk on a particular career (See Area II Guide,p. 95)

ACTIVITIES cont.

Collect and discuss job applications
Duplicate some to be filled out
Role playing -- applicant and personnel clerk

Make mobiles of particular occupations

Devise and fill out preference questionnaire

Read want-ads and discuss
Write want-ads

Interview people in the neighborhood as to why they have their business located here

Interview owners or managers of businesses in community
using questionnaire (Area I Guide p. 120)
Tape record on cassette and play to class

Take pictures on field trips and use on bulletin board

Use video-tape camera play back for other classes

Make slides to show variety of occupations in neighborhood

Interview parent or someone else about his or her occupation
Describe occupation in depth in a report to the class

Learn and use vocabulary (See Area II Guide p. 61,62)

Using list of occupations in Chapman district categorize
according to how much education is necessary
according to whether job requires work with hands or mind
according to whether job is indoor or outdoor
according to whether job is oriented toward things, people or data

Draw cluster charts around the 14 career clusters identified in Oregon

1. agriculture
2. bookkeeping/accounting
3. clerical
4. secretarial
5. marketing/distributing
6. health
7. social services
8. food services
9. electrical/electronics
10. construction
11. metal working
12. mechanical & repair
13. wood products
14. graphic arts

ACTIVITIES cont.

Arrange for some "hands-on" experiences for select students
in their area of interest
Report back to class

View films related to occupations in the Chapman district

Read periodicals for articles on occupations

Read books pertaining to occupations and report

Class discussions (Glasser style)

Make displays of jobs (tools, pictures, etc.)

3 sixth grade classes plan jointly for a "Career Fair"
as the culminating activity of the unit

"Career Fair" arrange each classroom according to some theme
arrange bulletin boards (one of mystery occupation)
display mobiles, posters, models, etc.
invite other classes (4th and 5th grades)
each room make some kind of short presentation, show what is in room to guests
(possibly could play video tape, cassettes, show slides)
sixth grade students dress in costume of favorite occupation
have contest to match up tools with right occupation for visiting classes

Write themes: The career I'm most interested in right now

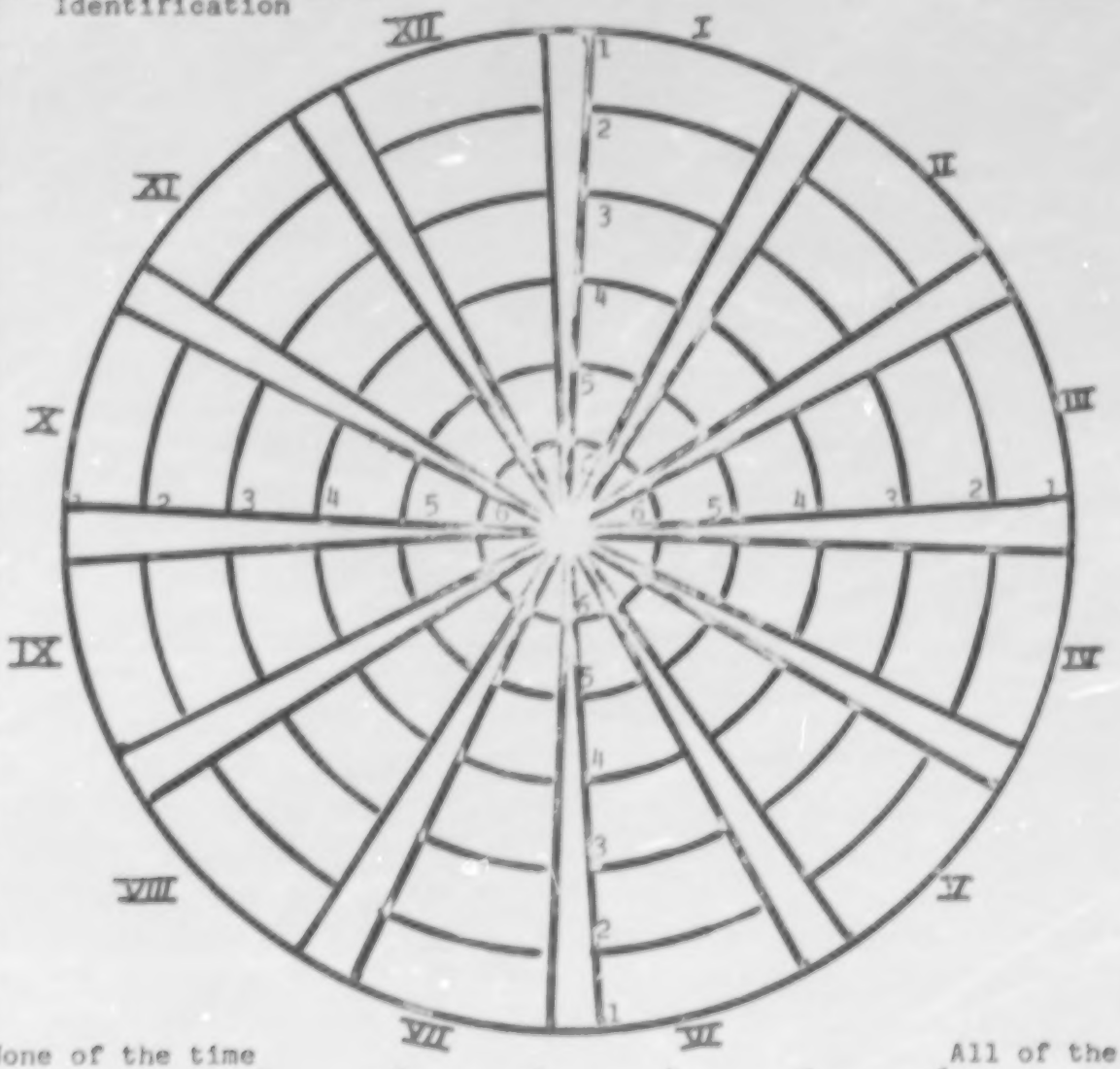
Committees do bulletin boards (See Area I Guide p. 121-125)

ENVIRONMENTAL PROGRAM SCALE

Score_____

Date_____

_____
Identification



None of the time 1 2 3 4 5 6 All of the time

None of the time All of the time

1 2 3 4 5 6

I Come to school unless I have a very good excuse
II Am on time
III Have the things I need for the day
IV Help in planning for the day

V Stay with the group unless otherwise planned
VI Observe and take notes
VII Ready to help others in the group (volunteer to do things for
VIII Take part in discussions the group)

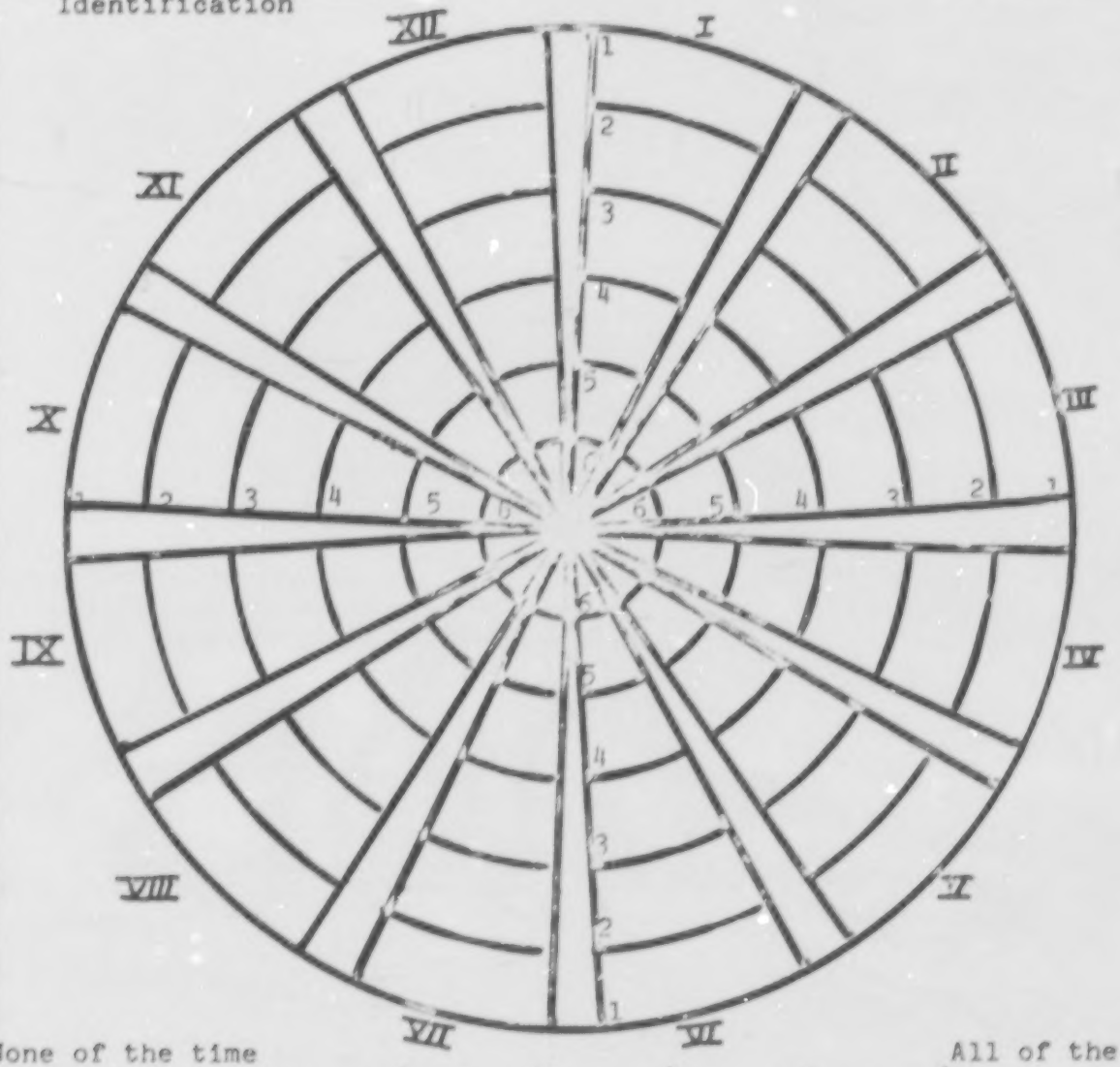
IX Take part in presentations to other pods
X Think about responsibility to others outside the group
XI Think about responsibility to the future
XII Use common sense on field trips

ENVIRONMENTAL PROGRAM SCALE

Score_____

Date_____

_____
Identification



None of the time 1 2 3 4 5 6 All of the time

None of the time All of the time

		1	2	3	4	5	6
I	Interdisciplinary						
II	Life-centered						
III	Experienced based						
IV	Identified responsibilities of individuals						
V	School/community oriented						
VI	Involves a community citizenry (parents, etc.)						
VII	Identifies community resources						
VIII	Complements the community						
IX	Urban based						
X	Identifies environmental problems						
XI	Deals with interaction of man with the environment						
XII	Seeks workable alternatives in solving environmental conflicts						

Tracy Doerksen

"I like meeting kids from the other schools and meeting with the I-505 study group."

Doug Hall

"I like this group because of meeting kids from King and Rose City and working on the I-505 Freeway study and going on field trips to different places in the community."

Pete S.

"While I have been in this program, I have made a good friend. I have also learned that it takes a long time to finish a highway survey. It was fun going around to all the classes. It was also fun meeting kids from the other schools."

Mark Eulin

"I think this class is great. People really get together and get something done. It really makes me feel good and I like the attitude that these people have. I also like getting to know people from other schools."

Derek

"What I enjoyed most is when we went to the Environmental Education Center and met all the other kids from other schools."

Cindy

"The freeway thing made me feel good - I was part of the project, doing something that made sense and my help was needed and appreciated.

Mark B.

"I have learned a lot from this class so far, especially the freeway because it is affecting this neighborhood a lot more than I thought it would. I also found it very interesting to work with the maps and going to I-505 Headquarters was also very interesting."

November 27, 1972
Chapman School

Dear Parent:

We are collecting information about how boys and girls travel to and from Chapman School. This information will be part of the I-505 Freeway Study. Will you please help us by putting down your child's (children's) route from home to school?

Bus riders:

Please check and state boarding point: (example: 32nd & Thurman)

- ☐ King's Heights_____
- ☐ Thurman St._____
- ☐ Ramsey Heights_____
- ☐ Martin Luther King Jr._____
- ☐ Private Auto_____
- ☐ Walking_____ (Address)
- ☐ Other_____

_____ (Please state)

Thank you for your time. Please call one of these persons if you have any questions: Mrs. Fern Momyer 224-4242

Mr. Robert Sesar 284-4967

Sincerely yours,

Tracy Doerkse..
Suzanne Gill
Ruth Bowen
Cindy Christensen

P.S. Please have your child return this to his or her teacher.

Environmental Study Group

(Ann Parker, Mark Ettlin, Mark Bruneman, Linus Niedermeyer, Jerry Couture, Charly Stocks, Pete Stoyanov, Suzanne Gill, Cindy A. Christensen, Felicia Wells, Tracy Doerksen and Mike Hoyt)

1. We need more outdoor education.
2. We need more freedom.
3. We need a place to think clearly.
4. The experience would be good for us.
5. We could do our assignments in more freedom.
6. We need to have fun while learning so we'll learn more.
7. We would be learning about ecology and our environment.
8. So we can learn something about the environment without being confined to a school room.
9. We can really get to know the other people without fighting.
10. We can learn ecology.
11. We can help the environment.
12. We can learn something about the outside country.
13. We will be able to study ecology and hike, and ride, and swim.
14. If we learn something about the environment, we can do something about it.
15. We have to prove to ourselves that we're responsible.
16. We need outdoor education and freedom of the outdoors.
17. I think we should go because it would be a good experience for all.

November 28, 1972

STEPS - ENVIRONMENTAL PROJECT AT KING SCHOOL

Our group of ten students, one parent, and myself have met together twice in the past two weeks at O.M.S.I. and the Environmental Center at Portland State University. Our purpose has been to sit down in a place away from school and rap and get acquainted. At the same time our discussions have taken us into vital concerns brought out by these students. Right now they are concerned with their immediate environment, King School and the very near community.

To them, the following items are top priority:

"People right on wall"

"Possum" - should be taken out of the community"

"litter around the school"

"stealing by students and mugging"

"dogs in the community should be tied up"

"don't push person that's stopping somebody from fighting"

"kids start fires all the time"

"don't break windows after school"

"people use bad words"

"the undesirable people left last year and there is better order"

"smoking in the bathroom"

"beautify the school - put plants around it"

"cake cutters are bad"

"paint school fix the hole in the walls"

"stop going to the store before school"

"keep up the display case"

"keep drunks off the streets they may hurt someone"

"Tuckers - no one should mess with them"

"running in the halls"

"people shouldn't gamble and stuff"

"they need to keep people in the community working to keep it clean"

"drugs should be out"

"need more birds in community"

"the yellow strip on the street needs to be replaced"

Tomorrow, Wednesday, November 29th, we will meet with a group of Chapman students to share our concerns and hear theirs. Next week we'll get together and come up with some ideas of just what we as students can do. And on December 15th, students from King, Chapman, and Rose City will come together for their first rap session.

To date, the following students have been involved:

David Lewis, Brenda Gray, Brian Whitlow, Gina Williams, Tony Allen, Ramona Martin, Hubert Hayes, George Robinson, Wendell Allen, Sandra Gore.

Mrs. Pattie Williams (parent) has been with us on both occasions and has been interested in and added to our discussions.

Jim Garlock.

Chapman School. Mrs. Momyer's Environmental Class

How could the school environment be improved?

List from students;

Paint the school halls and all the room.

Better food in cafeteria

Put in showers

Higher water faucets

Better rules - let kids help make the rules

Carpet classrooms or part of them

Pads on the auditorium seats

Telephone for kids

Vending machines - apples/fruit

Better equipment - balls - bats (PE equipment)

Better heating and cooling system

Recreation area - boxing, wrestling, volleyball, game room

Better selection of mini-classes

School, what is school?

"School you learn math, writing, reading - stuff like that, but outside school you learn about life."

"School - a college training place."

"School - reading out of books."

Discussion Topics

Tri-Meeting Dec. 18, 1972

1. How can we prevent stealing and mugging around school?
2. Stop the writing on walks and stopping litter?
3. How to keep kids work in the halls and keep up display case?
4. Beautify the school?
5. How to better the school lunch program and recycle the waste?
6. How to bus both ways?
7. Improve the quality of the neighborhood?
8. Ways to better use the school building?
9. Improve school rules - more say by kids?
10. Better selection of mini-classes?
11. How to involve people in the community?
12. Get more birds in the community?

Environmental Studies - Western Forestry Building - 12-18-72 Conference Report. Chapman, Rose City Park and King Schools

1. How can we prevent stealing and mugging around school?

   Rose City Park has little if any mugging.

   Chapman didn't report.

   King does have.

   Patti Williams kept the notes. Mugging should be treated by "force with force", should be stopped - kids should get interested in doing something - more work - more recreation.

2. How can we prevent stealing around school?

   Teachers should switch studies in classroom.

   King School should have more built-in lockers.

   Rose City School should have lockers in the halls.

   King School should not have baskets with holes.

   Doors should be locked at all times.

   For punishment, kids should wash blackboards.

   Stop the writing on walks and stopping litter?

   Mary was recorder.

   More garbage cans should be placed around school.

   Pick up garbage instead of detention.

   Try to stop people from writing on walls (spray-paint). More teachers should be on duty.

   More signs and posters regarding littering.

   Have a recycle paper barrel, or talking garbage can (like at Blue Lake).

   Punishment should be severe for people caught littering.

3. How to keep kids work in the halls and keep up display cases?

   Wendell Allen recorder.

   Keep them inside of display case.

   Put displays up high on the walls.

   Have displays inside of electric case.

   Do not put displays up, either in halls or in display cases.

   Have students put posters all over the school. (asking for help)

   Are not allowed to participate - do not participate.

4. Beautify the school?

   Recorder: Jeff

   Plant grass, trees, bushes.

   Remodel school

   Paint inside school - not green

   Have nice library, bulletin boards and aquarium

   Better bathrooms on different floors

   Have student lounge

   New furniture

   Have nicer gymnasium and equipment

   Have nicer auditorium

5. How to better the school lunch program and recycle the waste?

   More food for the money. More choice of food. Quieter lunchroom. Better cooks. No throwing of food. Faster service - lines too slow. Have seconds of what one likes. Sample the food you like. Eat anywhere in the neighborhood if one wants to. Have more mustard. Tastier food. Eat in classroom.

   Save lunchbags. Allow giving away of food. Save cans and packing paper in kitchen. Separate garbage cans - one for paper - one for good. Use silverware - not plastic.

6. How to bus both ways?

Bus from one school to another for half year.

Have a choice.

Better buses.

Too far away to different schools.

7. Improve the neighborhood?

Set a good example. Class pick up litter. Large cans.

Block-fliers. TV Anti-litter commercials made by students.

Call city to empty existing cans.

Call park bureau about clean up.

Dog Control - Visit - Contact

Run-down lots - contact people and ask if we could help.

Noise - Car dragging near Rose City Park - Loud car noises.

Get rid of cigarette signs and billboards.

8. Ways to better use the school building?

Recorded by Mary LaDu

Have a student lounge

Use school for activities

Have an after-school program for language teaching, knitting, gymnastics, etc.

More dances and parties.

More talent shows - more field trips.

Candy, sandwich and pop machines.

PRIORITY: 6th through 8th grades should be able to go to outdoor school.

More bathrooms

More water fountains

When students arrive early have something for them to do.

Music in halls - speakers up

New cooks in some schools.

9. Improve school rules - more say by kids?

   Be able to chew gum and eat candy

   Detention

   Longer vacation and having judgment over teachers

   Have another chance before being suspended.

   Better rules at dances.

   Teachers should admit to being wrong when they are.

   Student counselors.

   Shouldn't have to work if you don't feel good or you're tired.

10. Better selection of mini-classes? Adequate

11. How to involve people in the community?

    Rent a house and use it for activities.

    57th building - turn into a community center - make money

    Have a party with a lot of schools

    Kids help grownups - in turn grownups help kids

    Baseball game between parents and teachers

    Student-teacher relations

    A "soul" dinner

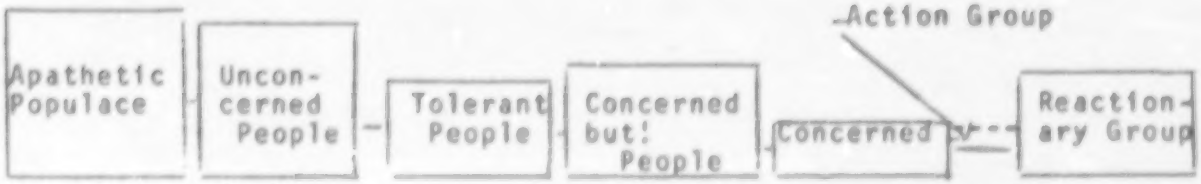
    Rap session

12. Get more birds in the community?

    No major concern at this time. Question of stealing was discussed in its place.

GETTING INVOLVED

As of now, a very small percentage of people are for environmental "control". The philosophy of the vast majority of people appears to be "All people cause pollution, except me! I want pollution stopped at any cost, but I don't want my taxes raised." This haphazard public support for environmental control may be depicted as shown below:



The following outline is designed to highlight some of the principles and practices of environmental "control" which can function as a guide for involvement, hopefully enticing you to be members of the ACTION GROUP.

I. DEFINITION OF NATURE OF ENVIRONMENTAL MISUSE.

A. What baseline is used and by whom for what?
B. What are the beneficial uses?
Uses may not be entirely compatible, so it is necessary to plan for the best overall economic use of the resource.

II. WHO ARE THE MISUSERS?

A. The people who throw cigarettes, beer or pop cans, botties, papers, grass or brush clippings, etc. in any place except the proper containers. (Even then, secondary pollution can result.)
B. The innocent people who are ignorant of bio-physical systems, who merely go about their everyday lives taking advantage of the conveniences of modern society.
C. The flagrant pollutors who don't care about others.

III. DOING IT! COLLECTING DATA

A. Observation using the senses - Direct input
B. Surveillance
1. Physical
2. Public hearings

IV. BASIC PREMISES:

1. Environmental misuse cannot co-exist in an organized society. We can no longer move to a new village site when the old one becomes too filthy to live in.
2. Environmental control is economically feasible.

V. All agencies receive publicity. Some is good. Too much is adverse because staff time is needed to cope with resultant questions and notoriety. The ideal situation is to disseminate information to a receptive public so that the public is part of the environmental control alliance. This approach costs time and money so it has been neglected. Environmental control-politics-public must be the team of the future if control is to become a reality and not a dream.

March 26, 1973

Dear (Teacher)

We've been talking and working environmental projects since last November. Your student representatives, grades 6-8, have done well and have a good understanding of the principles of the program. We are now ready to do a class plan:

Sharing a plot of ground 100 feet by 100 feet at Sunset Wayside (with help from the Oregon State Highway Department)

Collecting and interpreting data at school and in the community

Exploring the various businesses in the Rose City area

Planning and carrying through a super graphic project for the school

Exploring the environmental possibilities of Forest Park

These are but a few recent ideas.

What ideas do you have?

If you're interested in working with your class on some environmental activity I'd like to help you develop and carry it through.

Thanks for your help and cooperation.

/signed/ Jim Garlock
STEPS Program

OUR ENVIRONMENT

People Working Together Can Create A Better Environment

Name_____Grade_____Teacher_____

Address_____Zip_____Telephone_____

Students at Martin Luther King, Rose City Park and Chapman Schools are beginning work on an environmental program. The purpose is to work together to plan an environmental program that could be implemented into the on going classroom program. Why would you like to be included in this program?_____

_____

_____

_____

_____

_____

What do you think you would like to do?_____

_____

_____

_____

_____

_____

Would you be willing to work on this project one to three evenings and one to three Saturdays during the school year?_____

Signed_____

RS:db

LETTERS TO PARENTS

December 19, 1972

FIELD TRIP TO SNOW BUNNY LODGE

STEPS, (Student Environmental Program at Chapman, King, and Rose City Park) is having a field trip Wednesday, December 27, 1972. Our purpose is to have fun in the snow, and get to know one another so we can work together more effectively. Students are to dress warmly and carry a sack lunch. The bus will depart from the front of each school promptly at:

Chapman	8:15 A.M.
King	8:30 A.M.
Rose City	8:45 A.M.

Bring your skis if you're a skier or money if you plan on renting an inner tube at the Lodge. We'll be leaving the mountain at 3:00 P.M. arriving home between 4 and 4:30 P.M.

See you there!

Jim Garlock & Bob Sesar

THERE WILL BE NO CHARGE FOR THE BUS!

Detach for your information

_____has my permission to go on a field trip to Mt. Hood*

Wednesday, December 27, 1972

* & Snow Bunny Lodge

_____

(Parent or Guardian)

This form must be returned by Thursday.

Dear

Enclosed is an abstract stating the purpose of the Environmental Planning Study._____has shown an interest in the program and would like to participate. The total number of students, at least at the outset, will be twelve. Participants will not be required to attend, continuance in the program will be based on their interest and participation. Our formal meeting times are from 11 AM to 11:50 AM Mondays, Wednesdays and Fridays at Chapman School.

In the abstract you may note that the purpose of the study also intends to involve parents. I would hope that you may have some time to visit with us, to share with the group your ideas, suggestions, or plans. You may reach me at Chapman School at the above times or call me at 284-4967.

As the group initiates ideas and formulates plans I would also hope that we could develop some form of newsletter. As an example we now have a couple of ideas to share with you. Today we visited the Environmental Center at Portland State University and this coming Friday we are visiting the I-505 Planning Headquarters at 19th and Thurman St.

One reward of the Grant allows us some travel expenses. We have a twelve passenger van to share with the other two schools. Insurance needs and the driver are properly classified. There will be no cost to participants for transportation. To help us meet the needs of the school district and to save us much paper work would you please give your child permission to leave the school during the 1972-73 school year as long as he or she is in this program? This will save us sending home the small permission slips every time we visit the outside-the-school-community. Just return the request form and have_____return it to me. If you would like to talk with me about this or about any concern or to participate in the program please check the form and I will call you.

Thank you very much for your time and I hope that this program can provide_____and others a chance to develop a plan that can lead to a more pleasant environment for all.

Sincerely yours,

Bob Sears

RS:db

_____ has my permission to leave Chapman school
(Name of student)
during the remainder of the school year to participate in the Student Tri-Environmental Planning Study (STEPS).

_____
(Name of parent or guardian)

☐ Would you like me to call you?

_____
(telephone number)

April 7, 1973
Chapman School
STEPS Program

_____ has my permission to leave Chapman School
(Name of student)
during the remainder of the school year to participate in the Student Tri-Environmental Planning Study (STEPS).

_____
(Name of parent or guardian)

☐ Would you like me to call you?

_____
(telephone number)

CHAPMAN SCHOOL

Environmental Summer School

June 5 - June 28

1973

Dear Parents:

There will be a Summer School held at Chapman School June 5 - June 28. The Summer Program is sponsored by Area I, Area II and by a grant from HEW, Environmental Education Act, (STEPS)*.

Rewards of the Summer Program offer teachers, kids and the community citizenry an opportunity to participate in an environmental oriented study. If your child participates he will have an opportunity to enrich his experiences by participating in the following Mini-workshops (activities):

1. What's happening to our community and to the city?
2. What is environmental planning? (A model city?)
3. Identifying beauty in the environment from gardens, parks, fountains, shops, galleries, to people.
4. Sketching, painting and/or photography.
5. The use and mis-use of natural resources.
6. The environment of the past.
7. What the environment will or could be in the future.

The above list is not complete but we hope it gives you some ide idea concerning the content of the program.

Activities can and will be varied within Mini-workshops and within the groups.

Instructor/student ratio will be about 1 to 3, thus allowing for maximum guidance. Joining the four teachers at Chapman School will be two teachers from Martin Luther King School. A science consultant, an environmental coordinator and a specialist in "learning processes" will make up the professional staff. As helpers, chosen highschool

students will also assist. We also hope that community parents will wish to join the team.

Plans do include that students participating come June 4 (Tues.) at 10 AM to Chapman School. Dismissal will be at 2 PM. The daily schedule for each school day will be from 10 AM to 2 PM. If longer times are required, appropriate schedule adjustments will be made. As a culminating activity, during the week of June 23, an overnight outing has been planned. Weekly schedules will be printed and sent to you.

The staff and the administration believe that this is one of the finest educational opportunities that could be offered you and your child.

We sincerely hope that you can participate. For further information please call us.

Respectfully yours,

Robert Sesar
Director
Summer environmental Program
Telephone: 284-4967

Mr. Ed Forness
Principal
Chapman School

Telephone: 224-4242

*STEPS (Student Tri-Environmental Planning Study)

(DETACH HERE). . . . . .

Please note that the program will be limited to approximately 75 students. Would you please return this application form to the student's teacher as soon as possible so that registration can be formalized.

_____ can attend the four weeks Environmental Summer School held at Chapman School June 5 - June 28.

_____
(Name of parent or guardian)

☐ Would you like us to call you?

_____
(telephone number)

Chapman School
Environmental Summer School
June 5 - June 28
1973

Dear Parents:

Many of the activities planned by each group (pod) are spontaneous in nature and difficult to forecast in advance. Some of the activities planned by each group include short field trips into the surrounding community and the general Portland area.

The student will have prior notice of each trip planned and will be advised as to proper clothing and equipment necessary. In order to eliminate the need to send home with the child a permission slip for each trip, the following form is attached. We ask you to sign it and return it with the student the following day.

We most heartily invite parent participation in any of the group planning and/or activities.

- - - -

Chapman School
Environmental Program
June 30, 1973

Dear Parents,

Approximately fifty students have applied for admission to participate in the June 5 - June 28 Environmental Camp.

We welcome, and are looking forward to working with _____the next four weeks. It's been very helpful talking to some of you by telephone. Thank you for your interest and kindness.

Tuesday, June 5, send or bring_____to the portable, Chapman School, and if you wish, come early and meet the staff. Have_____bring a sack lunch with drink, comfortable dress and shoes.

The day's activities will resemble the groping of the "Seven Blind Men of Pakistan", who in touching such a small part described what he thought the elephant to be. BUT "Six we will be and the elephant will city be."

The group will return to Chapman School in time to start home by 2 P.M. See you Tuesday.

Sincerely yours,

The Staff

CHAPMAN ENVIRONMENTAL SUMMER SCHOOL

Dear Parents:

This Friday you are invited to the final program of the Chapman Environmental Summer School.

The groups are planning to present a unique and informative summary of their three weeks experience. Each group, or pod, has been involved in an environmental study of their community, and their role in its development. Many surprising and interesting facts and comparisons have been observed by the students and they in turn have drawn some realistic conclusions from their studies.

We plan to begin at 11:00 sharp and finish around 12:00.

This Friday is shaping up to be our best yet and also your last chance to see what has been taking place.

SEE YOU FRIDAY!

Bobbie Lowden Robin Jones Pam Briggs

Billie Wilson

Bowen Bob Sear Stacy McCarley

Stacy Wilson

Jeff Stuart Tom Thompson

Pam Sears

Ken Kolb